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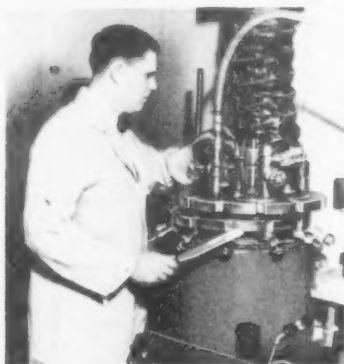
Don't Fight Them — Educate Them!

# School and Community

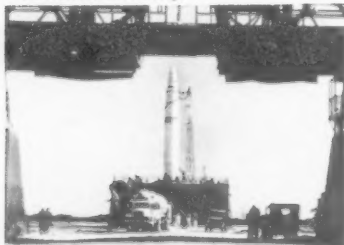


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1959

STANDARD OIL COMPANY



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## THE COVER

In Christmas wrap we present the front door of your professional home in Columbia. We want you to know that you are most welcome to enter here not only during the Holiday Season but during all other days and seasons of the year. We hope and believe you will always find beyond this threshold evidence of work contributing to "Peace on Earth, Good Will Toward Men."

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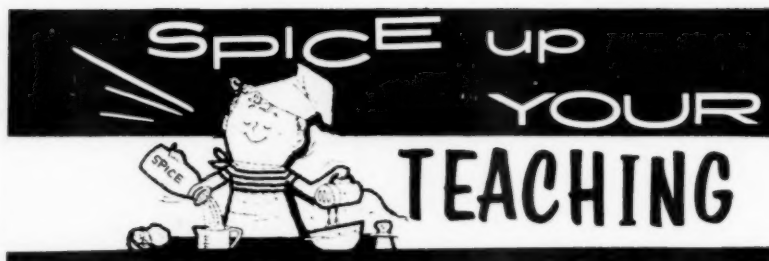
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The film may be obtained on free-loan from Association Films, 561 Hillgrove Ave., La Grange, Illinois.

## USE OF SCHOOLGROUNDS DISCUSSED IN BOOKLET

The development and use of schoolgrounds as outdoor laboratories for teaching science and conservation is discussed in a new publication entitled, "A Manual for Outdoor Laboratories."

The 85-page booklet contains practical suggestions for teaching science and conservation by numerous successful teachers of conservation from all levels of education.

Sponsored by the National Association of Biology Teachers, the booklet is available at \$1.25 per copy from Interstate Printers and Publishers, Inc., of Danville, Ill.

## OIL COMPANY'S FILM LIBRARY NOW AVAILABLE

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Film on Missouri, science, cartoons and news events are offered free for use in Missouri schools by the Southwestern Bell Telephone Co.

Other film, including black and white and color productions up to 60 minutes long, are available on a variety of subjects.

Further information may be obtained by writing for a brochure of the 45 film offered to Southwestern Bell Film Library, c/o Swank Motion Pictures, Inc., 621 North Skinker Blvd., St. Louis 30, Missouri.

## CBS NEWS PRODUCES PROGRAM ON MISSILES

"Biography of a Missile," the first in a series of hour-long television informational broadcasts titled "CBS Reports," was presented Oct. 27 on CBS-TV.

Oct. 27's program was an intensive study of the construction, assembly, testing and actual firing of a ballistic missile. Other programs in the series will report in depth on significant issues in the news.

Complimentary copies of the study guide on the Oct. 27 program and coming programs are available to teachers from: Missiles, Press and Radio Division, NEA, 1201 16th St., N.W., Washington 6, D. C. The guide is intended not only as background for the programs but also to serve as orientation for classroom studies and discussion.





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High School: Barbara Clark, Thomas E. Reeves, Mildred Stark, Lynn A. Stokes, Chester Ware, R. L. Williamson.

### THAYER

Elementary: Wayne Robert Hood, 7th and 8th; Bonita Gillespie, 6th; and Julia Ann Trimble, 4th.

High School: James Templeton, Football Coach and PE; Robert Price, Basketball Coach and H; Lillian Lewers, SP and E; Thomas Turner, General SC; BI and M; and David Torbett, IA, and M.

### ALBANY

Rosalie Steinman, elementary; Carl Butcher, M and PH; Everett Whitehead, Citizenship, PE, and Basketball Coach; Marie Ross, M and H; Jean Niederhauser, CS; Gertrude Miller, E and LI; and William Thorne, Vocal and Instrumental Music.

### WEST PLAINS

Elementary: Helen Hensley and LaWanda Smoot.

High School: Eugene Jackson, Catherine Stine, Mary V. Callihan, Murl Orr, and Jimmy Ray Parker.

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Helen Mans, 1st; Darlys Nelson, 1st; Carol Lee Crane, PE; Rosemary Foutes, 1st; Loretta Hagermann, 4th; Barbara McGrue, 5th; Bernice Niedringhaus, 2nd; Patsy Nobles, 6th; Marilyn Peterson, 5th.

High School: Lane Goodwin, PE; Robert Pritchard, PE; Audrey Spitznagel, PE; Robert Threnn, SC; Virginia Worthington, E; Shirley Downum, LI; Gerald Koch, Coach, and Social Science; Thomas Mallicoat, IA; Michael McCarty, Social Science and Coach; Nancy Owens, Music; Edith Pryor, SC; Sarah Schaeffer, FR; Betty Sue Smallfelt, VHE.

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High School: Sidney Lane, SC; John Fitterling, IA and Coach; Vernon Brown, SC and M; Howard Esterling, M; Ruth Wieland, HE; Shirley Chambers, CS; Barbara Appelbaum, E; Nancy A. Outten, Girls' PE; James Heath, Music.

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High School: Robert Bolen, Louise Hilpert, Marjorie Hinkle, Paul Stidman.

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Elementary: Bonnie Alumbaugh, 3rd; Loyce Shortt, 5th; Demma Armstrong, 2nd; and Dorothy Strate, 7th.

High School: Dorothy James, VHE; Elsie Farnsworth, Special Education; Bessie Morgan, E; and Clayta Callis, CS.

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Frances Richesin, 5th; Carlos Stapp, VA; Albert Crum, PE, SC; Doy Young, Music; Ed Howard, E.

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High School: Helen Drericks, E and HE; Lloyd V. Sharpe, PE, DT and M; Jim Frazee, Music; Robert Bowers, M and IA; and Fred Sheffield, SS.

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(Continued on page 6)



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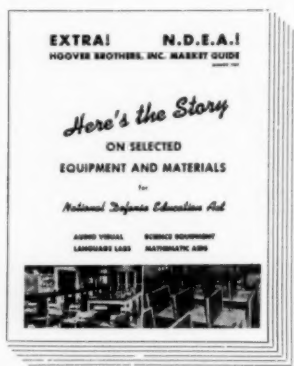
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(Continued from page 4)

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### HAYTI

**Elementary:** Pansy Jared, Ruth Lee Sadler, Laura Mae Merritt, Octavia Jones and Bobbye Cooper.

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**Junior High:** Richard Davis, Melvin Presley, Susie Williams.

**Senior High:** Bob Comer, Dick Ferris, Janice Ferris, Ronald Fields, Wayne Keebaugh, Allen Ward, Byrne Wood.

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**Glenridge:** Robert L. Mengersen, 4th.

**McMorrow:** Carole Goldstein, 2nd; and June Shimoda, 1st.

**Maryland:** Gayle Christensen, 1st.

**Meramec:** Barbara Ann Bergwall, 2nd and Mary Jane Duford, 4th.

**Wydown:** Edwin F. Mengersen, SS and E.

**High School:** Royden Agostini, SP; Alan Engelman, E and DR; Frank S. Quiring, C; Byron Jay Schneider, H; and Judith Graff, PE.

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**High School:** Nadine Smith, HE; Everett Smith, PE and Basketball Coach.

### STE. GENEVIEVE

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Music; Mildred Garrison, 2nd; Nancy Bolin, 5th; Candler Evans, 6th.

**High School:** Ruth Boatwright, E; Kathryn Drain, LI and SS; and Charles Flatt, VA.

### MONTGOMERY CITY

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**High School:** Darla Tope, CS; Miles Beachboard, M; and Charles Schlanker, SC.

### STOCKTON

**Elementary:** Marvin Rosbrugh, Supervisor; Jobeth Maos, Music; Leota Luckey, Dale Young, and Jane Howe.

**High School:** Glen McDonald, Music; and Howard Sater, Principal.

### NOVELTY

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### URICH

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### JAMESTOWN

Viola Wettenberg, 1st and 2nd; Tom Cragg, CS; and Frank H. Fregoe, Superintendent.

### BUNCETON

James Woeltje, SS; Warren Smith, Music; and Pearl Arnold, Special Education.

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### OSCEOLA

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**High School:** Paul Douglas, BD, CH, GC, and OR; Alice Faris, E and SP; Wilbert Hackmann, M; Doris Lefmann, CS; Winnie Mae Rohlfing, VHE; Clyde H. Wood, A, H, and SS; and James Kessler, IOFT.



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BOX 69

TONAWANDA, N.Y.

# Don't Fight Them-- Educate Them!

## *A Public Relations Approach*

by Henry L. Bagley

## *to Answering the Critics of Our Schools*

**R**ECENTLY, a school superintendent whose community has never lost an educational bond election advised other educators: "Do not fight the few outspoken critics of American public education." Rather, he proposed, "Educate your community to the advantages of 20th century public schools and make them your spokesmen!"

This educational administrator's practical method of fighting the enemies of democratic and free public schools in America has challenged dedicated educators who still believe U. S. public schools are the best in the world. The educator did not suggest a completely new approach, but one overlooked in the toe-to-toe slugging match with the Bestors and the Rickovers.

"Educate your community!" is a clarion call to give new life to a frustrated, confused and somewhat discouraged army of teachers and administrators, who cannot believe a thinking public is attacking education which strives to give students "the better life."

Dr. Ernest Melby of Michigan State University has said, "We had better get into communication with the parents, the people, and give them a share in deciding what educational policies we are to follow."

### **People Decide**

"In the last analysis, the people will decide," he maintains. They *have* decided. They want an education that will help every child become all he is capable of becoming. American parents and forward-looking educational planners advise: "Stop denouncing each other from a distance and get to work together

with the people of our communities to make our educational dream come true," according to Melby.

This is the true public relations approach. It is the substance that freedom and democracy have always required for nourishment and self-preservation. It is educational evangelism.

In the history of our nation, many men of destiny have practiced public relations. Washington, Lincoln and both Roosevelts went to the people, explained their problems and deputized communities and individuals to implement their philosophies with action.

Melby does more than merely preach a philosophy of practical theories. In his *Reorganization For Community Living* (Chapter 8), he outlines a definite plan of action. He prefaces his plan with a repetition of the "new note of positive action" to blow aside the "smog" of vicious attacks which have blinded so many ordinarily straight-thinking Americans. He points out that "in order to practice academic freedom, you must educate the community to the total value of such freedom." We must organize a "grass-roots" program, he insists.

### **Educating Publics**

Then the educator who has seen our public schools flourish, flower, and recently flounder from lack of confidence in themselves, outlines a program in true public relations fashion, enumerating the publics to be educated. Those community publics include the school, home, board of education, secular groups, political groups, business and industry, League of Women Voters, PTA, teacher organizations, civic organizations, fraternal clubs, social agencies and community councils.

Here is an array of publics to challenge the best program of public relations possible. Here is an enumeration of publics which embraces every segment of the community essential in "selling" a plan of education designed to preserve our democratic society.

After establishing a practical philosophy, identifying that philosophy with community needs, and listing the publics to be influenced (educated), the professional public relationist would then examine possible media to "get the message across."

This would include such media as community forums, panels, debates, lectures, person-to-person contacts, newspaper and magazine articles and editorials, direct mail, political action, radio and television programs, movie shorts, film strips and color slides. He suggests a long-range plan for re-education of teachers toward a "more enlightened outlook" on 20th century teaching. Teachers' colleges and forward-looking schools of education could provide this up-to-date concept.

Further assistance in the battle to win community support for a democratic concept of American education is available from agencies of the National Education Association and from state and local teachers' organizations. In the conflict for freedom-education, "*we are not alone!*"

### **Three Requisites**

Before any public relations program can succeed, three requisites are basic: A sincere belief in and a thorough knowledge of the program. An admission of possible weaknesses in the product of modern education is a "healthful" attitude and a practical one. Thirdly, an expressed desire (and definite plans) to correct

Henry L. Bagley is  
Coordinator of Journalism,  
Editor, Alumni Publications,  
KSTC, Pittsburg, Kansas

existing evils or weaknesses, with community help, will generally "lay the groundwork" for cooperation of school and community.

Armed with these prerequisites, let us put our community education plan into action. The plan consists of three facets.

First, community publics must become aware of the history of world educational systems out of which our own has evolved. This community-wide study must include a knowledge of the many "types" of education man has used—types which have helped and have hindered the advancement of our civilization. An enlightened awareness of the evolution of education, and of the types of citizens and communities each system has produced through the centuries, ought to be a sure cure for any inclination to return to Bestor's system of enforced education.

These studies could be projects for community betterment and community education by all the publics previously listed. Such historical philosophies and systems of education could be the subject of panel and forum discussions, debates, and the best and the most entertaining lectures, supplemented by audio-visual illustrations.

Following this enlightening of community publics in educational systems and philosophies of the past and present should come a formulation of the community's own philosophy concerning the type of education it feels is best for its children.

With every individual in each public "having his say," this philosophy should be democratically arrived at. Individual publics might be assigned the privilege of concentrating on specific areas of the philosophy to be adopted—in the end explaining, defending and modifying each phase of the philosophy in panels and forums before the entire community.

Then, all segments or phases of the community philosophy should become a single document, so organized and worded as to be understood by every voter.

This composite document of com-

munity educational philosophy should then be printed for all to read, hear, discuss and interpret publicly. It should become a constant source of pride and of group-achievement in the community.

### 3. Community Action

Perhaps of even more importance, that printed document should lead to definite educational *action* in the community—action whereby various areas of the philosophy would assume the form of buildings, equipment, and teachers.

At this point, there is an inherent temptation for the school administrator to step in with a finalized building program (perhaps formulated behind closed doors by a select few). But the final chapter of the public relations plan to answer the critics with the community acting as spokesmen can be a tragic one if public relations practices are not pursued to the end.

Difficult as it is for the administrator in this last stage, here is the "crown" of the entire program of action—an unusual opportunity for the school to express its complete confidence in its education-enlightened community. Here is the chance to make sure of the originally conceived public relations plan designed to "bypass" the critics by constructive community action.

Let the community publics do the planning and put the plan into action. Let the administrator make available the fruits of his study, his experience, and his abilities *only when community publics request it*.

Let the community which knows its history and philosophy of education, and which has formulated its own philosophy of the kind of education best for its children, democratically determine the types of buildings and equipment to put into educational action.

### 4. Bypass Critics

What criticisms and which critics does the PR plan "bypass"? The critics fall into two categories: those who *ought* to know better, and those who *do*. The criticisms are enumerated by Dean Melby in a *New York Times Magazine* article dated Nov. 27, 1955, and entitled "Five

Fallacies About Modern Education." Criticisms include such statements as:

1. Today's schools are not as good as those of the past.
2. Progressive education causes juvenile delinquency.
3. Schools cost too much now, and we can't afford them.
4. Private schools are always better than public schools.
5. European schools are superior to those in America.

Melby does a rather complete job of exposing fallacies of these accusations in the article cited.

After listing four tasks now facing citizens and educators, Dr. Melby recently testified that "I would be the first to admit that schools cannot do all of these things alone and that freedom cannot be made to survive, let alone prosper and flower, without a *community which is totally mobilized for education!*" In his pin-pointing of "Where are the Educational Wastelands?" the educator and philosopher lists the imminent *tasks* as:

1. How to help every child and every adult become all he is capable of becoming.
2. How to conserve and develop all our human resources so we will have the scientists, the artists, the statesmen, the businessmen and the productive and honest citizens we need.
3. How to strengthen us in industrial production and defense, and
4. How to give us moral and spiritual strength in a world in which our most cherished values are being attacked both at home and abroad.

That is just about the most effective and most comprehensive agenda of action for answering the critics that any public education or public relations practitioner could hope to discover. That agenda is just the one to help each community formulate its own initial philosophy of education. Accomplishment of any of these objectives by any "community totally mobilized for education" should go far in silencing local versions of the enemies of real American education.

(See Don't Fight page 16)

# \$ SALARY SCHEDULE PRACTICES IN MISSOURI SCHOOLS

BY DR. MARVIN SHAMBERGER

THE average salary of Missouri teachers this year is \$190 higher than last year and 1,000 to 1,200 additional teachers have been hired, according to a report by the Research Division of the Missouri State Teachers Association prepared for the Committee on Teachers' Salaries and Term of Office.

The average salary of members of the instructional staff (teachers, principals and supervisors) in Missouri is \$4,566 and for classroom teachers, \$4,453.

In AAA high school districts the

median beginning salaries for Bachelor's and Master's degrees has increased \$100 and \$66 respectively. At the maximum the medians at these levels had increased \$195 and \$100.

This report on current salary schedule practices in Missouri is based on information supplied by school districts and an examination of 135 teachers' salary schedules in use in Missouri this year.

## *Extent of Use of Salary Schedules.*

Salary schedules are reported in use in 82 per cent of AAA class high

school districts, 64 per cent of AA class high school districts, 33 per cent of A class high school districts, and 29 per cent of Approved high school districts. While less than one-half of districts maintaining high schools report the use of salary schedules, with the greater number of teachers in AAA class schools, it appears that well over two-thirds of all teachers work in districts having salary schedules. Some elementary school districts report salary schedules which are included with A and Approved district schedules.

*Type of Schedule.* Most of the schedules reported are single salary schedules with teachers of comparable preparation and experience being paid the same in elementary and secondary schools regardless of sex.

Most schedules provide a graduation of salaries based on two factors, the level of preparation expressed in number of college hours or degrees and years of experience in the district. The number of salary classes based on level of preparation varies from two to 13 with three classes being the most common. More than half of the schedules have two, three or four salary classes. Schedules of class A and Approved schools tend to have more classes to cover the lower levels of preparation. A few schedules that provide no increments for experience are not included in the following tables since the minimum and maximum would be the same at any level of preparation. Maximums not yet implemented and a schedule based on teacher evaluation are not included.

Table A. Distribution of Minimum Salaries for Bachelor's and Master's Degrees by Classification of Schools

Salary to Nearest \$100	AAA Schools		AA Schools		A, App. & El. Schools	
	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree
\$4,600	—	3	—	—	—	—
4,500	—	1	—	—	—	1
4,400	—	6	—	—	—	—
4,300	—	4	—	—	1	1
4,200	5	9	—	1	—	1
4,100	4	7	—	2	—	—
4,000	13	4	1	3	—	1
3,900	4	7	1	4	1	4
3,800	3	7	4	—	—	5
3,700	9	8	—	5	4	5
3,600	8	4	3	1	4	1
3,500	8	5	3	3	6	4
3,400	4	2	4	2	1	6
3,300	7	1	2	1	4	6
3,200	2	2	3	1	7	1
3,100	1	—	1	—	3	4
3,000	2	—	1	—	6	—
2,900	—	—	—	—	3	1
2,800	—	—	—	—	—	1
2,700	—	—	—	—	—	—
2,600	—	—	—	—	2	—
<hr/>						
Number of Schedules	70	70	23	23	42	42
<hr/>						
Median of minimum salaries	\$3,683	\$3,936	\$3,467	\$3,720	\$3,250	\$3,500



### Minimum and Maximum Salaries.

The essential features of a salary schedule are the minimum and maximum salaries and the number of years of service and other conditions to be met in moving to the maximum salary.

Table A shows the distribution of minimum salaries paid at the Bachelor's and Master's degree levels by classification of schools. Grouped with A class schedules are the schedules of six Approved schools and seven elementary school districts. The median of beginning salaries for the Bachelor's degree is \$3,683 in AAA schools, \$3,467 in AA schools and \$3,250 in A schools. The median beginning salary for the Master's degree is \$3,936, \$3,720 and \$3,500 for the AAA, AA and A schools respectively.

The distribution of maximum salaries paid for Bachelor's and Master's degree levels by classification of schools is shown in Table B. The median of maximums for the Bachelor's degree is \$4,425 in AAA schools, \$4,100 in AA schools and \$3,650 in A schools. The medians of maximums for the Master's degree are \$4,800, \$4,412 and \$4,000 for the AAA, AA and A schools respectively. Maximum salaries indicate what career teachers may expect to receive in a school system and are important in retaining teachers.

Most salary schedules provide for increments or additions to a teacher's salary for each of a specified number of years of satisfactory teaching within the school system. A greater number of increments are usually provided teachers at the higher levels of preparation. A number of schedules were found to have large increments followed by smaller ones. An additional increment or increments may be provided for teachers who have served 25 or some other number of years within the system.

Table C shows the number of increments at Bachelor's and Master's degree levels by classification of schools. Increments range from \$10 to \$300. The most common increment in AAA and AA schools is \$100 and in A schools, \$50.

While the information received

with many schedules does not permit a complete summary of all features of the schedules, general practices may be noted.

**Placement on Schedule.** An experienced teacher new to a school system usually is given some credit for experience in other districts. It appears that a majority of districts credit experience in other districts with established limits, usually 10 years or less, at one-half value. Others allow full credit for a number of

years of teaching experience outside the system. Another solution is to evaluate the experience according to the classification of the school where it was received and allow credit accordingly. Credit may be allowed for military experience.

**Quality of Teaching Service.** Satisfactory teaching service is explicit or implicit in salary schedules. Teachers whose service is considered satisfactory normally may expect to move from one step on the salary schedule

Table B. Distribution of Maximum Salaries for Bachelor's and Master's Degrees by Classification of Schools

Salary to Nearest \$100	AAA Schools		AA Schools		A, App. & El. Schools	
	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree
\$6,800 & over	5	13	—	—	—	—
6,700	1	2	—	—	—	—
6,600	—	2	—	—	—	—
6,500	2	2	—	1	—	—
6,400	4	—	—	—	—	—
6,300	3	1	—	—	—	—
6,200	1	—	—	—	—	—
6,100	2	1	—	—	—	—
6,000	2	—	—	—	—	—
5,900	1	2	—	1	—	—
5,800	—	—	—	—	—	1
5,700	1	—	1	—	—	—
5,600	—	1	—	—	—	1
5,500	—	2	1	1	—	2
5,400	—	2	—	—	1	—
5,300	1	1	—	—	—	—
5,200	2	1	—	—	2	—
5,100	1	1	1	—	—	—
5,000	1	2	—	—	1	—
4,900	—	1	—	—	—	—
4,800	—	2	—	2	—	2
4,700	2	4	—	3	—	—
4,600	3	7	—	1	1	2
4,500	2	5	—	1	2	—
4,400	4	5	3	4	1	1
4,300	4	4	3	1	—	—
4,200	6	1	2	—	1	8
4,100	5	2	1	—	—	2
4,000	8	4	1	2	1	4
3,900	3	1	1	2	3	3
3,800	1	1	1	1	6	5
3,700	3	—	1	1	2	2
3,600	2	—	2	1	4	1
3,500	—	—	3	—	5	3
3,400	—	—	1	1	—	2
3,300 & less	—	—	1	—	12	3

Number of Schedules	70	70	23	23	42	42
Highest Maximum	\$7,200	\$8,000	\$5,700	\$5,900	\$5,450	\$5,760
Median of Maximums	\$4,425	\$4,800	\$4,100	\$4,412	\$3,650	\$4,000
Lowest Maximum	\$3,600	\$3,804	\$3,200	\$3,400	\$2,900	\$3,200

to the next if they have made the required professional growth. A number of schedules state that satisfactory work is a condition for advancement or that increments may be withheld for unsatisfactory work. Some provide that additional increments may be allowed for unusual contributions.

**Requirements for Additional Preparation.** A requirement for additional preparation to advance on the schedule is a part of most of the AAA school schedules paying higher maximum salaries. A teacher may be required to earn six hours of credit each five years. The requirement may be less after a Master's degree is received. Approved travel or participation in workshops may be substituted for additional hours in some districts.

Other districts encourage professional improvement by paying teachers an additional amount for one year following summer school attendance and the earning of approved

credit. Schedules in districts employing teachers with less than a Bachelor's degree often provides that additional credit must be earned periodically toward a degree.

**Extra Pay for Extra Duties.** Positions requiring additional weeks of employment normally provide for additional compensation. Those requiring extra hours of work beyond the school day may be paid an amount above the schedule.

**Inclusiveness of Schedules.** The inclusiveness of salary schedules appears to vary somewhat with the adequacy of the compensation provided. If the general salary level is not high enough to attract teachers for all positions, it is usually provided that the board of education may pay above schedule to fill certain positions or an additional amount is provided for teachers of certain subjects.

The higher salary schedules in the state include all teaching personnel and schedule administrators' and

supervisors' salaries also. On the other hand, some of the lower schedules are minimums with a number of teaching positions filled above the schedule.

**Initiating New Schedules.** As new schedules are adopted, it appears to be accepted policy that no teacher will receive a lower salary as a result. Those above the schedule may receive an increment determined by the board of education or receive a smaller increment until the schedule reaches their salary level. When a new schedule is adopted, a limit may be set on the amount of increase that may be received by a teacher during any year until the schedule is fully implemented.

Table C. The Number of Increments at Bachelor's and Master's Degree Level by Classification of Schools

Number of Increments	AAA Schools		AA Schools		A, App. & El. Schools	
	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree
20	1	1	—	—	—	—
19	—	—	—	—	—	—
18	—	—	1	—	—	—
17	—	1	—	—	—	—
16	—	—	—	—	—	—
15	3	5	—	—	1	1
14	4	4	2	2	1	—
13	3	3	—	—	—	—
12	9	12	1	4	—	—
11	3	7	—	—	—	2
10	10	10	5	5	7	8
9	12	8	2	2	2	10
8	4	4	1	1	2	1
7	5	5	2	2	4	4
6	7	7	2	1	10	4
5	5	1	3	3	8	5
4	1	—	3	2	4	4
3	3	2	—	—	1	1
2	—	—	—	—	2	2
1	—	—	1	1	—	—
Number of Schedules	70	70	23	23	42	42
Median Number of Increments	9	10	8	9	6	8
Range of Increments	\$50-250	\$50-300	\$10-200	\$10-300	\$10-150	\$10-150
Most Common Increment	\$100	\$100	\$100	\$100	\$50	\$50

## Important ★ EVENTS

### DECEMBER

- 2 **Arts and Science Week**, University of Missouri, Columbia, Dec. 2-9, 1959.
- 26 **National Science Teachers Association** annual joint meeting with **Science Teaching Societies of America**, Chicago, Ill., Dec. 26-31, 1959.
- 28 **Speech Association of America National Convention**, Washington, D. C., Dec. 28-30, 1959.

### JANUARY

- 14 **Missouri Association of School Administrators Winter Meeting**, University of Missouri, Jan. 14-15, 1960.
- 30 **National Council of Teachers of Mathematics**, joint meeting with the **Mathematical Association of America**, Chicago, Illinois, Jan. 30, 1960.

### FEBRUARY

- 4 **Department of Classroom Teachers**, South Central Regional Meeting, Oklahoma City, Okla., Feb. 4-6, 1960.
- 13 **American Association of School Administrators**, National Convention, Atlantic City, N. J., Feb. 13-17, 1960.

### JUNE

- 20 **Missouri Association School Administrators Summer Workshop**, Columbia, June 20-21, 1960.

### NOVEMBER

- 2 **Missouri State Teachers Association Annual Convention**, Kansas City, Nov. 2-4, 1960.



Use These Facts Before Civic Clubs, PTA and Legislators to  
Supplement the Local Situation to be Effective When Discussing

## FINANCING MISSOURI'S SCHOOLS

**M**ISSOURI continues to experience a phenomenal increase in births. Resident live births in Missouri in 1958 were 96,721 compared with 56,517 in 1937, an increase of 71 per cent.

### Enrollment

Missouri's public school enrollment, kindergarten through grade twelve, 1958-59, was 805,399, an increase of 26,892 over the previous year. This was 160,942 more than 1949-50.

Average daily attendance last year was 28,000 greater than the previous year.

Missouri's enrollment bulge is now in the upper grades of the elementary school. The big increase in the secondary school enrollment still is to come. The increase in enrollments will multiply when the children constituting the boom start having children of their own.

### Teachers

The average salary of Missouri classroom teachers in 1958-59 was \$4,263 or \$512 below the national average. The average salary of Missouri classroom teachers this year is \$4,453. Other states will have moved up much faster.

The need for teachers for added enrollment and for replacement is shown by the employment in Missouri in September, 1958, of 5,983 teachers who did not teach anywhere the preceding year. In all Missouri institutions, 2,662 completed certification requirements last year. Approximately 61 per cent of those completing certification requirements accept teaching positions in Missouri the year following graduation. This would indicate 1,624 available for positions in Missouri when approximately 6,000 additional teachers were needed.

Many Missouri teachers accept

teaching positions in other states. During the first half of 1959, 26.6 per cent of teacher placements reported by our state institutions of higher learning were in positions outside of Missouri. The median salary of placements outside of Missouri was \$484 higher than the median of placements reported in Missouri.

The number of teachers employed in Missouri increases from 1,000 to 1,200 each year.

### Demands

It is recognized that the quality of education must be constantly improved to meet the needs of the time. This coupled with the increased public demand for such things as greater emphasis on mathematics, science and modern foreign languages, the provision of drivers training and adapting the educational program to meet the needs of all children including the handicapped and the gifted, takes money. Not mentioned are the spiraling school costs resulting from continued inflation.

### School Buildings

A great need for additional school buildings has resulted from the increase in school enrollment, a shifting of the school population and from school district reorganization. While local communities have made tremendous effort to meet this need, a serious shortage of school buildings exists in many communities. This has resulted in double shifts and in the use of improvised quarters such as church basements, old store buildings, residences, garages and inadequate basement rooms. Another result has been the overcrowding of available classrooms. Additional school building needs of \$129,732,899 were reported by school districts to the State Department of Education on July 1, 1958.

The unmet school building need may be expected to increase in many communities where the school districts have exhausted their bonding capacity.

### Expenditure

Missouri ranked 34th among the states in per capita expenditure for education in 1957 as reported in the 1957 Census of Governments released in February, 1959, by the Bureau of Census.

Missouri ranked 31st among the states in current expenditure per pupil in average daily attendance for 1955-56 according to the most recent data available from the U. S. Office of Education.

### Source of Revenue

Missouri receives a larger part of school revenue from local sources than do states generally. For the 1958-59 school year, Missouri public schools received 31.8 per cent of revenue receipts from the state compared to 39.7 per cent from state sources in all states combined. During the same year, Missouri provided from state sources \$103 per pupil while for all states the average amount per pupil from state sources was \$139. An increase of \$36 per pupil on Missouri's enrollment, the amount necessary to bring Missouri up to just average state support, would require approximately \$29,000,000.

Of the total cost of education in Missouri, approximately two-thirds is secured from property taxes. Property produces a decreasing proportion of the income of the people making the property tax more and more regressive. It is the source of 20 to 25 per cent of the income of the people, while bearing the burden of two-thirds of the cost of school support.

Our per capita income was 16th  
(See Financing page 16)

# Delegates Adopt Resolutions

## Missouri State Teachers Association, St. Louis, Nov. 4, 1959

**Democracy.** We affirm that the perpetuation of democracy is dependent upon an educated citizenry; that the public schools contribute significantly to national unity, common purpose, and equality of opportunity among our people and that education is the greatest constructive force at the disposal of democratic people for the solution of their problems.

**National Security.** We believe that our free public schools contribute immeasurably to our national security by the development of moral stamina, physical vigor, mental health, scientific knowledge, basic technical skills and civic competence of our citizens. Full preparedness requires that every youth reach maturity fully qualified for the duties of citizenship in peace or war.

**International Relations.** We pledge our support to the program of international cooperation determined by the action of Congress through various organizations, including the United Nations and UNESCO. We believe that American youth, as a part of their education for citizenship, should learn in school why their country has chosen to follow a policy of international cooperation, how that policy functions, and the significance of joining other sovereign nations as a member of the United Nations. We support the World Confederation of the Organizations of the Teaching Profession as an agency designed to promote international understanding and a closer relationship between teachers in the different countries.

We favor the continued exchange of teachers and students between nations.

**Values in Education.** We affirm that the purpose of education is the development of each individual for the fullest participation in the American democratic society; that social, civic, economic and vocational competencies are as important as academic literacy.

Moral, ethical and spiritual values have been from the first an indispensable and significant part of the program of the American public schools. We shall continue to employ every means possible to instill high moral principles in our children and youth and join with the home, the church and all other constructive community agencies for this purpose.

**Teacher Education.** The Association has recommended since 1939 that the minimum education of beginning teachers be a baccalaureate degree. New certification policies of the State Board of Education effective July 1,

1961 provide that all new teachers entering the profession must have the baccalaureate degree. We commend the State Board of Education for this action and pledge our active support in interpreting and implementing this improvement in certification standards.

We reaffirm our belief that the quality of the educational program is determined chiefly by the ability and professional competencies of the persons who teach. In addition to the effective implementation of the baccalaureate degree standard in 1961-62 we recommend:

(a) That we continue to move toward the fifth year of cultural and professional preparation for all teachers.

(b) The encouragement of students with desirable personal traits, social understandings and high scholastic abilities to enter teaching as a profession.

(c) That the program of the National Council for Accreditation of Teacher Education be implemented.

(d) That Missouri's teacher-education schools and colleges be financed on a level that would provide salaries making it possible to secure the most desirable type of individual to instruct teachers.

(e) A significant increase in the number of public and private scholarships to enable competent young people to enter the teaching profession.

(f) The establishment of Student National Education Association chapters in all institutions educating teachers and FTA clubs in high schools.

**Teacher Welfare.** To attract to and retain in teaching a sufficient number of professionally qualified teachers we recommend:

(a) Salaries at the professional level for all Missouri teachers paid according to adopted salary schedules with annual increments based upon experience and training which recognize the services and responsibilities of teachers in comparison with those of other professions and which compensate for thorough professional education and in-service growth. An immediate and significant increase in teachers' salaries throughout the state is our greatest need.

(b) The provision of professional security through adequate provision for tenure and sick leave.

(c) That sex, race or marital status not be a factor in the employment, placement and promotion of personnel.

(d) Attention be given to benefits to be derived from the establishment of policies of sabbatical leave.

**Finance.** Mounting school enrollments, rising costs and our imperative need for the maximum educational development of our citizens including the handicapped and the gifted require that the financial support of schools from the kindergarten through college and university be increased substantially.

Responsibility for establishing and maintaining our schools is placed on the General Assembly by our State Constitution. Schools must be paid for out of the productive capacity of the people which can be reached by the State much more fairly and efficiently than by local communities through the property tax. We must therefore look to the General Assembly to provide increased school funds by financing in full the improved school foundation program at the earliest possible date. We are greatly disturbed by the reported shortage of five million dollars for the financing of the old foundation program formula for the 1960-61 school year. Teachers' salaries in Missouri are already low in relation to teachers' salaries in other states or on any other comparative basis. Since by law not less than eighty per cent of this amount would go into the teachers' fund, it means on an average more than \$150 per teacher.

In spite of the magnitude and import of the task of financing our schools, no leeway was provided in the state appropriation. We urge those responsible in state government to provide a cushion of at least five per cent as has been suggested.

Surely with school finances in such a critical stage, the Governor and the General Assembly will act at either a special session or the next regular session not only with respect to the five million dollar shortage but also with respect to the full financing of the new formula adopted at the last session of the General Assembly. To make it less difficult for local communities to assist in providing funds for current operations, we recommend that the amount the board of education can levy without voter approval be increased, that there be no limit on the levy authorized by majority vote, and that such levy may be voted for a period of years in all school districts. While the functioning of the property tax may be improved it is recognized that this tax, becoming more and more regressive in nature, cannot meet the tremendous need for increased school funds.



To make it less difficult for local communities to vote bonds for school buildings, we recommend that less than a two-thirds majority vote be required.

We reaffirm that the continuation of our free nation and its strength and well-being depend on our system of free public education, placing on the federal government a joint responsibility with the state and local community to provide adequate education for all. Federal funds should be channeled through the regularly constituted educational agencies in the several states. We recommend that any legal provision requiring the extension of the educational program or service of the public schools provide for its financing.

#### Education Beyond the High School.

It is recommended that the General Assembly give immediate attention to the provision of educational opportunity beyond the high school for those thousands of additional capable children and youth now in our elementary and secondary schools.

The situation becomes increasingly acute in suburban areas where an enormous increase in high school graduates is experienced each year.

**General Assembly.** We express our appreciation to the members of the Seventieth General Assembly for the significant revision of the school foundation program making possible the distribution of increased state funds.

We urge the General Assembly to provide for the full financing of the improved program at the earliest possible date, recognizing that while it will not provide state funds per pupil equal to the average in the nation, it nevertheless is the most significant step that can be taken for the improvement of Missouri public schools. Since the Missouri Constitution provides that "the general assembly shall establish and maintain free public schools . . ." the General Assembly is all-important to education. For that reason the Missouri State Teachers Association has always favored constitutional revision that would strengthen the General Assembly by making it possible to attract and retain able citizens as members.

We therefore support **Senate Joint Resolution No. 4** submitting to the voters an amendment to the Constitution permitting members of the General Assembly to determine the legislative salary, providing payment for transportation to and from the members' homes twice monthly during legislative sessions and extending the length of the regular session one month.

**Federal.** The enactment of the National Defense Education Act is recognition of the importance of education and the responsibility of the federal government for its provision. However, we believe that the national

responsibility for the financial support of public education can best be met by the provision of funds for teachers' salaries and/or school construction as proposed in the Murray-Metcalf bill. The enactment of such legislation is urged.

**Tax Deduction.** We again urge speedy clarification of the Treasury Department regulations relative to the deduction of the educational expenses of teachers in the payment of federal income tax.

**Integration.** Missouri's compliance

## Officers Installed at the Annual Convention



JOHN EVANS  
President



Adah Peckenpaugh  
1st V.-President



Anna Acuff  
2nd V.-President



Myrtle Green  
3rd V.-President



Dillard Mallory  
Chairman Ex. Com.



Neil Aslin  
V.-Chm. Ex. Com.



Everett Brown  
Member Ex. Com.



Ralph Marcellus  
Member Ex. Com.



Robert Russell  
Member Ex. Com.

with the Supreme Court decision relative to public schools continues to deserve and to receive national and international acclaim. We commend our pupils, teachers, boards of education, and patrons for this noteworthy achievement. It is our conviction that any problems relating to integration can be solved by citizens of intelligence and good will working together for the good of all.

**Education of Exceptional Children.** Increasing recognition of our national dependence on the maximum development of the abilities of our most talented youth, confirms the position of the Missouri State Teachers Association concerning the education of the gifted during the past several years. In order that the potential leaders of our democracy may be fully developed, we reaffirm our recommendation that increased attention be given to the academically talented. Recognition of the academically talented should at least equal that for other exceptional children.

We commend the Seventieth General Assembly for improvements in the special education law.

**Instruction.** The Association encourages experimentation pertaining to the development and utilization of new and improved instructional equipment and techniques.

**Professional Associations.** (a) We believe that every teacher has a professional responsibility to hold membership in our local, state and national organizations.

(b) We recommend the development of strong local community associations of sufficient size to be effective in determining educational policies and legislation.

(c) It is recommended that membership on professional committees on all levels be composed of persons who are active and interested in the work of the local community associations.

**Division of Public Schools.** We commend the leadership of the State Department of Education and pledge our continued cooperation. We deem of special significance to public education in Missouri:

(a) Continued leadership in improving professional standards culminating in the requirement of a baccalaureate degree for all new teachers effective July 1, 1961.

(b) The implementation of the National Defense Education Act.

(c) Continuing progress in school district reorganization.

(d) The leadership provided in curriculum development.

**Appreciation.** The Missouri State Teachers Association expresses its appreciation to St. Louis for all the courtesies extended for the comfort and convenience of the membership attending the Convention. Special thanks are given to the administration, faculty, and pupils of the St. Louis Public Schools, to the St. Louis

Board of Education and to the local committees in St. Louis for their careful attention to details looking toward the smooth running of the Convention, to the press, radio and television and to all persons who in any way contributed to the success of this Convention. The Missouri State Teachers Association expresses appreciation to officers and committees and to the Executive Secretary and the staff for leadership throughout the year on behalf of public education in Missouri.

## Financing

(Continued from page 13)

among the states in 1958. In income per pupil enrolled in public schools, Missouri was 14th in 1958.

In willingness to support education as measured by the per cent of income used for current educational expenditures on the basis of 1958-59 expenditures, Missouri ranked 43rd.

### State Tax

Missouri has the financial ability to provide a high level of education for Missouri children. For the fiscal year ending June 30, 1959, only three states were below Missouri in per capita state tax collections and only three states collected a smaller per cent of the income of the people as state taxes than Missouri. If Missouri last year had collected average per capita state tax, it would have provided \$102,247,740 more than was collected.

### Financing the Foundation Program

A committee of the General Assembly reviewed Missouri's school finance program in 1958 and recommended changes designed to provide state support per pupil equal to the average state funds per pupil in the nation based on the 1957-58 school year.

This recommendation was enacted by the Seventieth General Assembly as *Senate Bill No. 166*. No appropriation was made to finance the improved program.

The financing of the revised program would do much to meet the immediate financial needs of the schools. Its financing at the time of its passage would have required an

increase in state funds of \$26,000,000 per year and the amount will increase as the number of children and teachers increases. The financing of the foundation program formula would lessen the pressure for increased local funds which can be secured only from the property tax.

This likewise would make possible badly needed increases in teachers' salaries and bring Missouri salaries more nearly in line with those paid teachers in comparable states. Studies show conclusively that salary is the all-important factor in securing and retaining competent teachers. A significant increase in teachers' salaries is Missouri's greatest educational need in making available better educational opportunities for all Missouri children.

## Don't Fight Them

(Continued from page 9)

Best of all, the publics and the totally mobilized communities would have *forgotten* the critics in the zest for the new frontiers in learning. Too, sensation-minded magazines which seldom print the positive side about today's public schools would find their reading publics apathetic to the critics. Then, this country would see a revival of humanistic education and genuine "total" learning unmatched and unparalleled in any era during the historic saga of man's excursion from cave to college.

Yes, here is a new technique in educational public relations. Turn your back on your enemies. Educate, enlist and join hands with your friends in positive action. And leaving the "cry havoc" critics, progress onward and upward to the New Education of the "Eternal City" of Human Enlightenment—where Truth is ever on the offensive.

*Recent Opinions* by the ATTORNEY GENERAL

### REORGANIZATION

The mere encirclement of one school district by territory comprising a proposed reorganized school district would not of itself be improper provided that there has otherwise been complete compliance with the laws of Missouri applicable to the reorganization of school districts.

## Secretary's Page



### Cause for Concern

Everyone was concerned and rightly so when Governor Blair announced at his press conference on October 16, 1959 that it appears, on the basis of the 1959-60 apportionment, the 1959-61 biennial school appropriation will be five million dollars deficient on the old foundation program formula. This results largely from an enrollment and a percentage of attendance greater than that on which the State's budgetary data to the General Assembly were based. It is extremely difficult to estimate required school funds with so many variables and so far in advance.

With the present appropriation, the old school foundation program formula can be financed in full for this school year but next school year probably will be short about five million dollars, according to the State Department of Education. It is difficult to believe that with the magnitude and import of the task no leeway was provided in the appropriation. A cushion of at least 5% has been suggested for the future.

Teachers' salaries in Missouri are already low when viewed comparatively with other states or on any other basis. With 80 per cent of school foundation program funds required by law to go for teachers' salaries, five million dollars amounts to more than \$150 per teacher.

The Governor indicated in his press conference two alternatives: (1) ask the next regular legislative session convening in January, 1961 for an emergency appropriation, or (2) call a special session to appropriate the additional money and enact new or increased taxes. As this is written the Governor has not indicated which course will be taken.

Whichever course is pursued, with school finances in such a critical state, it is hoped the Governor and the General Assembly will act

not only with respect to the five million dollar shortage but also with respect to the full financing of the new formula adopted at the last session of the General Assembly.

The action taken in either a special session or general session depends upon your State Senator and your State Representative and the effectiveness with which school needs have been interpreted in your community.

### In Brief

Everyone should realize, particularly the older teachers before it is too late, that the hospital, surgical and major medical coverage can be kept effective on retirement with the same premiums and benefits. Where is there anything like it?

Reports of committees approved by the Assembly of Delegates in St. Louis, including the resolutions adopted and the auditor's report are available on request.

The Missouri Breakfast at the meeting of the American Association of School Administrators in Atlantic City again will be at the Sheraton Ritz-Carlton Hotel, Tuesday, February 16, at 8:00 A.M.

Pending before the National Congress convening in January is HR 22, the Murray-Metcalf bill. Consideration by the House of Representatives awaits action by the Rules Committee. Awaiting consideration in the Senate is a school construction bill, S. 8.

It seems certain that membership this year in the Missouri State Teachers Association again will set an all time record.

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The Officers and Staff wish for each of you every good thing for the Holiday Season and throughout the coming year

# THIS IS YOUR LIFE

## Honors Calla Varner

Veteran St. Joseph Teacher  
Paid Tribute on Nationally  
Televised Show

**C**ALLA Eddington Varner, a teacher at Central High School in St. Joseph 32 years before her retirement in 1944, was honored on N.B.C.'s network program, "This Is Your Life," October 7, for her contribution to the lives of hundreds of students.

Tricked into going to Central High School's auditorium on the pretense that a film was going to be made recognizing the Calla E. Varner Educational Foundation, Miss Varner said she didn't guess she was to be the subject of the nationally televised program. The program was videotaped from Central High's auditorium Sunday afternoon, October 4, and sent out over the national network October 7.

Miss Varner was seated at one end of the stage when the surprise program began. She was accompanied by Simon Rositzky, president of the Calla E. Varner Educational Foundation, M. Karl Goetz and Ronald Reed.

When Master of Ceremonies



This was the scene in Central High School of St. Joseph's auditorium Sunday, October 4, when Miss Calla Eddington Varner was honored by "This Is Your Life." The show was videotaped October 4 and shown over the N.B.C. nationwide network October 7. Miss Varner is shown seated on the couch at the right as the guest of honor with Ralph Edwards, master of ceremonies of the show, and six of her former students surrounding her.—(Photographs by Jim Sherman of the St. Joseph Gazette.)

Ralph Edwards called out, "This is your life, Calla Eddington Varner!" she was escorted to the place of honor on the program and Edwards gave the TV audience a resumé of her life.

Six guests, all former pupils of Miss Varner's, were ushered onto the stage.

Judge Irving Ben Cooper, chief justice of the court of special sessions in New York City, told how Miss Varner befriended and encouraged him on his first day in her class.

Mrs. George Palfreyman of San Bernadino, Calif., a student at Maryville, Mo., High School, where Miss Varner taught before going to St. Joseph, related Miss Varner's concern that she use the best of her ability in school.

Rear Admiral Charles Weakley of Washington, D. C., a student under Miss Varner at the old Central High School, referred to her strength of will and determination to provide the best in instruction, guidance and example for her students.

Brigadier General Harry O. Paxson of Santa Barbara, Calif., said Miss Varner helped him prepare for

admission to West Point and encouraged his army career.

Cloyd Hardman, department manager of Western Tablet Co., St. Joseph, told how Miss Varner helped keep his fatherless family together when they arrived in St. Joseph without funds.

Dr. Delmar J. Sitton of Denver, Colo., said Miss Varner helped him



Miss Calla E. Varner, veteran St. Joseph Educator, is shown with six of her former students at the televising of the "This Is Your Life" show on which she was honored October 7. Miss Varner, principal emeritus of Central High School in St. Joseph, is seated at right. Beside her is Mrs. George Palfreyman of San Bernadino, Calif. Standing, left to right, are Brigadier General Harry O. Paxson of Santa Barbara, Calif., Dr. Delmar J. Sitton of Denver, Colo., Cloyd Hardman of St. Joseph, Rear Admiral Charles Weakley of Washington, D. C., and Judge Irving Ben Cooper of New York City.



# Sick Leave Plans Adopted and Improved

**P**LANS for sick leave for Missouri teachers have been adopted generally by boards of education since a *minimum* plan was recommended by the Association's Policy and Plans Committee in 1945.

The 1945 recommendation, which the Committee stressed was a *minimum* that many districts would exceed, was for five days sick leave a year with unused days cumulative to 25 days. In 1954 the Committee recommended that the minimum should be nine days cumulative to 45 days.

Four-hundred and one districts maintaining high schools reported sick leave plans while only 12 districts reported the absence of such plans in a recent survey by the Association's Research Division. Eight of the districts reporting no sick leave plans were A class schools and four were "approved."

Of 89 AAA schools reporting, the number of days of sick leave per year, 40 grant 5 days, 5 - 6 days, 5 - 7 days, 1 - 8 days, 2 - 9 days, 2 - 9½

overcome early difficulties as a "problem child."

The 85-year-old Miss Varner was born on a farm near Union Star, Mo., and received her education at the universities of Michigan, Missouri and Columbia in New York. She began her career in St. Joseph in 1912.

In April, 1958, she was named by the U. S. Chamber of Commerce as a Great Living American. Shortly after this, the foundation for deserving students of St. Joseph was established in her name.

Miss Varner was informed that a special award was being established in her honor with medallions to honor 20 outstanding senior students each year. She received several gifts including a \$1,000 check to go to the Varner Foundation in her name.

days, 26 - 10 days, 2 - 15 days, 2 - 20 days, 1 - 40 days, and 3 an unlimited number of days. Almost half of this classification of schools grant nine days or more per year. A number of plans are made more liberal by the provision of as many as 20 additional days sick leave at one-half pay or by an increase in the number of days sick leave with years employment within the district.

The median number of days to which sick leave is allowed to accumulate in AAA districts is 35. The number of districts and days of sick leave that may accumulate are as follows: 1 - 5 days, 1 - 6 days, 2 - 10 days, 5 - 15 days, 7 - 20 days, 15 - 25 days, 1 - 28 days, 8 - 30 days, 2 - 35 days, 1 - 36 days, 5 - 40 days, 2 - 45 days, 1 - 48 days, 10 - 50 days, 5 - 60 days, 1 - 75 days, 2 - 80 days, 4 - 90 days, 6 - 100 days and 2 without limit. Not included in these 81 districts are three districts which provide unlimited sick leave each year and five districts that have made no provision for days to accumulate. Three of these provide rather liberal non-cumulative plans.

## 49 AA Schools

Forty-nine AA class schools reporting have sick leave plans. The number of schools and days of sick leave per year are: 1 - 2 days, 2 - 3 days, 33 - 5 days, 2 - 6 days, 3 - 7 days, and 8 - 10 days. As in AAA schools, in some AA districts additional days at one-half pay or the paying of the teacher the difference between salary and the pay of substitute make some plans more liberal than the number of days of sick leave at regular pay would indicate. For example, the district allowing only two days sick leave provides an additional 20 days at one-half pay.

Four AA schools do not provide for unused sick leave to accumulate. The days that may accumulate vary

from three to an unlimited number, with 20 days provided by 13 districts being most common. Eleven districts provided less than 20 days cumulative while 21 districts provided more than 20 days.

Two-hundred and nine A schools reported sick leave plans while eight reported no plans. The number of schools and days of sick leave per year are: 11 - 3 days, 1 - 4 days, 168 - 5 days, 3 - 6 days, 5 - 7 days, 3 - 8 days, 7 - 9 days, 10 - 10 days and 1 - 15 days. In 40 districts no provision is made for unused days to accumulate. The range of days leave cumulative is from 3 to an unlimited number. Twenty days cumulative is most common being provided by 48 districts with 79 providing less and 42 more than 20 days.

## 49 Approved Districts

Forty-nine districts classified as "approved" provide sick leave while four do not. Forty of these provide 5 days per year, 2 - 3 days, and 7 from 6 to 10 days. Thirteen make no provision for days to accumulate. Of the 36 that provide days to accumulate, the range is from 3 days to an unlimited number. One-half provide 10 days or less while one-half provide 15 days or more cumulative. Plans in four unclassified districts are similar to the "approved" group.

Twenty-nine of 38 six-director elementary districts reported sick leave plans. Twenty-two provide five days per year. Nine of 29 plans have no days cumulative. Of the 20 cumulative plans, 20 days, provided by six districts, is most common with seven providing less and seven providing more, including two with no limit on the number of days that may accumulate.

## BUSINESS TEACHERS TO MEET DEC. 28-30

The National Business Teachers Association will be holding their sixty-second annual convention at the Sheraton-Cleveland Hotel, Cleveland, Ohio, during the Christmas season on December 28, 29, and 30, 1959. Included on the program from Missouri is Mary Withrow, St. Louis Beaumont High School. The theme this year carries the lead of "The Increasing Importance of Business Education."

# COLLEGE SUCCESS

## MAY DEPEND ON SCHOOL STUDENT ATTENDED

THE success of a freshman at the University of Missouri was found to be dependent upon the size of the class in which he graduated, the average salary of the teachers in his high school and the cost per pupil in average daily attendance, according to a dissertation abstract by Dr. Arthur L. Mallory, business manager of the Parkway Consolidated School District, Creve Coeur.

Entitled, "A Study of the Extent to Which Several Factors May Have Contributed to the Success or Failure of Selected Missouri High School Graduates as University of Missouri Freshmen," the doctoral dissertation deals with a study of 634 selected pupils from high schools throughout the state.

On the basis of their ability scores and scholarship ranks, pupils were placed in three groups: High ability, high scholarship; high ability, low scholarship; and low ability, low scholarship. Nine factors relating to the high schools from which the pupils graduated were considered in this study.

"The most successful of the 429 high ability, high scholarship pupils as University of Missouri freshmen graduated from schools with costs-per-pupil in ADA (average daily attendance) of \$300 to \$399; graduating classes of 75 pupils or more; AAA classifications; 40 or more high school teachers; and average salaries of high school teachers of \$4,000 or more," Dr. Mallory states in his dissertation. "Seventy-seven per cent of the high ability, high scholarship pupils were successful at the University of Missouri."

Using Ohio State University psychological examination scores and high school percentile ranks taken from the files of Dr. W. R. Carter,

director of the Missouri Aptitude Testing Program, Mallory concluded that the most successful of the 142 high ability, low scholarship pupils considered in the study graduated from schools with costs-per-pupil in ADA of \$250 and above and were in graduating classes of 100 or more pupils. The high schools from which they graduated had A classifications; 40 or more teachers with average salaries of \$4,500 to \$4,999 and \$5,500 to \$5,999; 50 or more approved high school curricular units; and teacher-pupil ratios of one teacher to 10-14 pupils. Forty-one per cent

of the high ability, low scholarship pupils were successful at the University.

The most successful of the 63 low ability, low scholarship pupils graduated from high schools with enrollments of 600 or more and in graduating classes of 100 or above, the dissertation states. These pupils came from high schools with costs-per-pupil of \$350 and above; AAA classifications; 40 or more teachers with salaries averaging \$4,000 or more. Eight per cent of these pupils were successful at the University, the dissertation shows.

Scholastic marks upon which was based the pupils' success as freshmen at the University were taken from the files of Dr. W. R. Carter and Dr. Charles McLane, Directors of Admissions at the University. Data pertaining to the high schools included in the study were obtained from the Missouri State Department of Education.

### A Second "Hobo Kid"

Thousands of our readers know and others have heard of Billie Davis, author of "I Was a Hobo Kid", noted speaker, and the subject of the hour long film "A Desk for Billie" produced by the MSTA and NEA. On October 21, we received from Billie and her husband, George, a copy of the Davis Diary which she mails at infrequent intervals. The diary logs interesting experiences the Davis' are having in San Jose, Costa Rica. We lifted for your reading the paragraphs below:

"On the first day of the Institute, which has as campus a small farm where we are in the process of constructing buildings on a basis which you might call "hand-to-brick", we noticed a small ragged girl. We thought she must be the child of neighbors, but when she was on the grounds the next day also, we began to make inquiries. It developed that she was a niece of one of the students. The child's mother lives in another town. She had left the child with the grandmother on one of the banana plantations in the south part of Costa Rica. The grandmother had become ill and sent the child to live with this aunt. The aunt is extremely poor, and we are not sure how she was living before she was accepted as a student at the Institute. At any rate, she brought the little girl, Gloria, with her without mentioning her to the directors of the school.

"Gloria was sleeping with her aunt in the small dormitory bed and



Mrs. Billie Davis and little Gloria who might be the second "Hobo Kid."

wandering about the grounds during the day. Since this could not be allowed and since she had no where else to go, we brought Gloria home with us. She is not sure whether she is six or seven years old. She seems at least seven in many ways, but weighs only 35 pounds. She had only rags, so we have been sewing like mad. It is necessary to make not only dresses, but underthings and night clothes as well, since the price of such things is beyond reach. Of course, we had to buy her a few toys. Even import duties cannot make the price of a doll too high for a dear little girl who has never owned one before! George popped corn for her and she just went crazy. She couldn't

imagine how the corn could get so big and white. She says, "Uncle George sure is a good cook!"

"Although we realize the tremendous problems which would be involved in trying to raise a child like this (who by now has acquired quite a culture of her own and whose language is not only not ours but is sprinkled with variations which we cannot understand), we nevertheless are looking into the possibilities of adopting her and trying to make of her life a new and better 'Hobo Kid' story."

### HILDA MAEHLING FELLOWSHIP FOUNDED

The \$100,000 Hilda Maehling Fellowship for classroom teachers throughout the nation was initiated last July by the NEA Department of Classroom Teachers in St. Louis.



Hilda Maehling

Some 100,000 shares of stock marketing at \$1 each will be sold and members of the profession will be urged to contribute to finance the fellowship fund.

The Hilda Maehling Fellowship is a program by which the Department of Classroom Teachers will grant stipends to classroom teachers to enable them to carry on projects which will help them grow professionally, develop improved professional techniques, and advance in professional association work. It was established as a tribute to Hilda Maehling, first executive secretary of the Department.

Miss Ada Coffey, 2322 Kentucky Ave., Joplin, has been named by the Missouri Department of Classroom Teachers as a member of the Hilda Maehling Fellowship National Promotion Committee. Miss Coffey, an instructor at Joplin Junior College, is a former president of the Missouri department.

The first Hilda Maehling Fellow is expected to be named at the NEA Convention in June, 1961. Any classroom teacher meeting standards of the fellowship is eligible to be named a fellow. The teacher may apply personally or be nominated by a group of one or more professional members.

Brochures on qualifications and other information may be obtained by writing the Department of Classroom Teachers, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. Any individual or group may send contributions to the Hilda Maehling Fellowship at the same address.

## District Association Officers

The officers and executive committees for the district associations for 1959-60 as reported to your Association are as follows:

### Rolla District

President—Marshall Jackson, St. Clair  
First Vice-President—Walter Padburg, Linn  
Second Vice-President—Alice Smallwood, St. James  
Third Vice-President—O. W. Brown, Waynesville  
Secretary—Louis J. Donati, St. James

### Executive Committee

Loyd Boyd, Salem  
Ruby Roberts, Rolla  
Ora Tallent, Steelville  
Mabel Mottaz, Waynesville

### Maryville District

President—Lon Edwards, North Kansas City  
First Vice-President—Virginia Bean, Cameron  
Second Vice-President—Ernest Stallings, Burlington Junction  
Third Vice-President—Kent Barber, Stanberry  
Secretary-Treasurer—Everett W. Brown, Maryville

### Executive Committee

Raymond O. Moore, Albany  
Freida Elwick, Grant City  
Marvin Porter, Mound City

### Warrensburg District

President—Roy E. Freund, Warsaw  
First Vice-President—Imogene Peoples, Sedalia  
Second Vice-President—Dr. O. L. Plucker, Independence  
Secretary-Treasurer—Dr. Harold L. Young, Warrensburg

### Executive Committee

Maude Moore, Osceola  
P. A. Spillers, Sedalia  
Anderson Long, Lee's Summit

### St. Louis Suburban

President—Zelpha Hogan, Kirkwood  
First Vice-President—Dr. Norman A. Loats, Riverview Gardens  
Second Vice-President—Pattie K. Cravens, Mehlville  
Secretary—Virginia Ulery, Hazelwood  
Treasurer—Wilbur M. Simon, Normandy

### Executive Committee

Edward H. Myers, Ritenour  
J. Paul Shadrach, Hazelwood  
Estelle Elmore, Bayless  
Gerald W. Ellis, Clayton  
Genevieve Harris, Hancock Place  
Dr. Herbert W. Schooling, Webster Groves

### Kirkville District

President—Lucille Allen, Kirkville  
First Vice-President—Richard Caster, Memphis

Second Vice-President — Gladys Myers, Columbia  
Secretary-Treasurer — Dr. Eli F. Mittler, Kirksville

### Executive Committee

John King, Clarence  
Anna M. Acuff, Kirksville  
Maurice Whitworth, Unionville  
Vera Rinehart, Brookfield

### Kansas City District

President—Helen Valentine  
First Vice-President — A. Leedy Campbell  
Second Vice-President — H. George Hartman  
Secretary—Elizabeth Norris  
Treasurer—Pauline Walker

### \*Cape Girardeau District

President—Warren Black, Herculaneum  
First Vice-President—John Lawrence, Bloomfield  
Second Vice-President—Claude Stone, Doniphan  
Secretary-Treasurer—L. H. Strunk, Cape Girardeau

### Executive Committee

James Culwell, DeSoto  
George R. Loughhead, Poplar Bluff  
Dr. Forrest H. Rose, Cape Girardeau  
\*Officers to be elected at March, 1960 meeting.

### St. Louis City District

President—Wilmar Schneider  
Vice-President—Hazel R. Edwards  
Secretary—Mary Sue Weir  
Treasurer—Marie K. Boggiano

### Executive Committee

Dorothy Ann Siever, Jane Pratt, Audrey E. Claus, Lucille G. Randall, Velma B. Appelbaum, Raymond E. Knoepfel, Robert E. Strickler, Buella G. Brooks

### St. Joseph District

President—Virginia Carson  
Vice-President—Ralph W. Wilkinson  
Secretary-Treasurer—Ruth M. Huston

### Executive Committee

Evan Agenstein, Roger Fisher, Marion E. Gibbins, Leo Houser, Marguerite V. Jones, Bertha M. Sailes, Mildred Thomann

### Springfield District

President—Byron Rea, Springfield  
Vice-President — Mary Helen Willhoite, Monett  
Second Vice-President—Daisy Davison, Taneyville  
Secretary-Treasurer—Howard Butcher, Joplin

### Executive Committee

Ray Wood, Bolivar  
Harry L. Suttle, Springfield  
Everett Herd, Gainesville  
Hugh R. Hembree, El Dorado Springs



# ITEMS OF INTEREST

**Marlyn E. Gorden**, superintendent at Logan for three years, has joined D. C. Heath and Co. as Missouri representative in the Western half of the state.

**Chester Purvis**, county superintendent, Adair County, has reported that the teachers in this county are enrolled 100% in the National Education Association, the Missouri State Teachers Association and the CTA.

**Marybelle Hertzler** has reported the LaPlata Consolidated School faculty has formed a community teachers association. The officers are: Dorothy Saffell, president; Larry Allred, vice-president; Marybelle Hertzler, secretary; and Helen Naughton, treasurer.

**Dr. Richard S. Brownlee**, assistant professor of history, University of Missouri, will succeed Floyd Shoemaker as secretary of the Missouri Historical Society of Columbia, Missouri, upon the latter's retirement in May, 1960.

**Leland Easterday**, sixth grade teacher at Princeton for the past three years, is the new elementary principal at Princeton.

**Rachel Church**, Mount Airy, North Carolina, is the new teacher of English and mathematics in the Kahoka High School.

**Mrs. Denzil Gunnell** has been employed as Spanish instructor in the Kahoka schools to replace Mrs. Lucita Perrin who recently resigned because of ill health.

**John Owen**, choral music director, has been appointed head wrestling coach of Ferguson High School. Owen will be assisted by Robert Mosby, special education instructor at the high school.

**William Kottmeyer**, assistant superintendent of schools, St. Louis, has been appointed a member of an advisory committee to conduct a joint study of testing programs offered to secondary national testing organizations. The purpose of the study is to determine the influence such testing programs might have upon the curriculum of the schools.

**Dr. Robert C. Gilchrist**, superintendent of schools, University City, spoke to the administrators and supervisors groups in the Colorado Education Association in Denver on October 23.

**Dr. Roy Ellis**, president of Southwest Missouri State College, was recently honored by having one of six new buildings on the Southwest State campus named Ellis Hall. It is the fine arts building and was one of six buildings officially dedicated on October 23. This was the first

time any building on the college campus had been named for an individual.

**Donald R. Hevel**, superintendent of the Palmyra public schools, has announced the contract has been let for construction of a 12-room elementary school that will cost \$310,000. It is being built on a nine-acre site directly west of the Palmyra high school.

**Leland R. White**, formerly a member of the Wentzville high school faculty, has returned to the University of Missouri for full time study of a Ph.D. in history with a minor in sociology.

**Catherine O. Jones**, art instructor, Ritenour school district, has received recognition as illustrator of a child's book recently released by T. S. Denison Publishing Co. of Minneapolis. The book which Mrs. Jones illustrated in water colors is "Three Little Clouds" by Marion S. Scarlon who is head of the physical education department at Marygrove College in Detroit.

**Adah Peckenpaugh**, teacher, Clinton High School, attended the NEA Salary School in Washington, D. C., Nov. 11-14. She will be glad to speak to groups and share her experience with them.

**Tony Carosello**, teacher, Cape Girardeau, attended the NEA Salary School in Washington, D. C., Nov. 11-14. He will be glad within limits to speak to groups and share his experience with them.

**W. M. Miller**, principal, senior high school, Perryville, reports that the Perryville Public Schools have attained 100% membership in both the MSTA and the NEA.

## SUPERINTENDENTS LIST EDUCATIONAL ADVANCES

Missouri's School Foundation Program tops the list of improvements in the state during the past ten years, according to 13 St. Louis suburban school superintendents who replied to a recent questionnaire.

The school officials listed the teacher retirement plan, school district reorganization, curriculum revisions and changes in certification requirements in the order of diminishing importance.

The study, being conducted by Leslie Wehling, principal of Bayless Senior High School and suburban representative, is a part of the groundwork for a project by the Policy and Plans Committee of the MSTA.

The information will be used by Dr. Irvin F. Coyle, member of the committee and assistant to the president of the University of Missouri, to prepare a booklet for MSTA which will be distributed to teachers, boards of education, parent-teacher associations and laymen.

The need for a revision of the tax structure and firmer financial support from the state were urged by the superintendents queried.



Twenty past presidents of the Central Missouri District Teachers Association are shown at the Association meeting, October 8 and 9, at Central Missouri State College in Warrensburg.

Standing, left to right, are C. F. Scotten, Sedalia; Elmer White, Lexington; Roy Freund, Warsaw; John Owen, Warsaw; Dr. Emmett Ellis, Central Missouri State College; Earl M. Brown, Holden; Roy W. Nolte, Omaha, Neb.; Fred B. House, Warrensburg; L. H. Bell, Lexington; Jess L. Taylor, Grandview; L. T. Hoback, Windsor; and Paul Greene, Jefferson City. Seated: Charles A. Repp, Boonville; Frank W. McGraw, Marshall; J. N. Hanthorn, Independence; Adah Peckenpaugh, Clinton; Edith McCluney Housel, Sedalia; C. B. Hudson, Warrensburg; Claude R. Short, Norborne; and Charles A. McMillan, Slater. (Photograph by Mel Jenkins.)



## FERGUSON JUNIOR HIGH GETS NATIONAL HONOR

The McCluer Junior High School Student Council has been named one of the winners of the *Parents' Magazine's* Youth Group Achievement Awards for 1958-59, Principal Shelton Niehaus has announced. The award is given for outstanding teenage public service.

A. J. Lager, student council sponsor and English instructor, and Jim Buescher, student council president, received the award on behalf of the student body. The award states in part: "The Parents' Magazine Youth Group Achievement Award for Outstanding Service to the Community."

Editors of the magazine based their decisions on worthwhile plans followed to completion by student councils throughout the United States. Recognition was given to the R-2 school because of two projects.

One project involved a campaign to raise the moral standards of teenage boys and girls. Principal Niehaus, initiator of this program, set the motto for the year—"Let's Make Decency Popular." This slogan was the motivating symbol to instill decency in talk, dress, action, and courtesy among junior high students.

Students themselves entered wholeheartedly into this campaign. Signs were placed in the halls, editorials appeared in the school's paper, *Torch*, assemblies were held, and the community press gave liberal coverage during the year. All students were conscious of the desirable goals of the program. At the close of the school year the campaign was declared a success.

"The important thing," Niehaus said in reviewing the year, "is that the students became self-critical of their own behavior. It made them aware that 99 per cent of the kids are good, and it is up to the good ones to change the public image of teen-agers created by the other one per cent.

The second project, one which has been in operation three years, concerns the student council's sponsorship of overseas orphans. Students of the junior high regularly contribute to the support of two orphan children in Korea and Germany.

## BUNKER HILL WORKSHOP PLEASES A 'FRESHMAN'

"Like many a 'freshman' in September, I was rather pleased just to be present at the Department of Classroom Teachers Workshop at Bunker Hill Ranch Resort," Mary Ann Stinson of St. Joseph reports.

"For 11 years I had listened to the reports of the fall workshop and had voted for items in our local budget to build a cabin, to buy beds, to finish the interior of the cabin in knotty pine, to provide suitcase racks, but this was the first time I had seen cabin number 12, claimed and named by the local group from St. Joseph as Robidoux Lodge.

"The lodge, the grounds, the big two-story meeting hall, the dining hall were all so clean and neat. For an organization to have kept an artistic touch over a resort that had developed over a period of years was quite an achievement deep in this wooded area.

"The resort is meant to be a place

to play, rest, relax and work. We were guests with a purpose. The fact that it rained most all the time we were there did not interfere with the work of the people who led us in our study of professionalism.

"Was I a 'freshman?' Yes, with all of a freshman's wonder and admiration in the midst of all those 'sophomores'—if I may carry the analogy all the way."

## Plan To Televis 'The School Story'

"The School Story," an exciting new television series for 1959-60, will be shown on Missouri television stations beginning December 15. The series is being made available to television stations throughout the nation by the Missouri State Teachers Association and the National Education Association.

Its production marks the first time a national non-commercial television series has been built around the problems, aims and achievements of American education.

The series was produced to increase the public's knowledge and understanding of our schools. Millions of Americans will see many issues in education explored in the series, from how first graders learn reading skills to the curriculum program of a comprehensive high school to the missile labs of a great university.

Most phases of the school problem are covered by the following 16 films made available for this series.

*How Good Are Our Schools?* Dr. Conant Reports is based on Dr. Conant's study of the American high school and shows what every secondary school should be equipped to do by taking you into two comprehensive high schools.

In *The Golden Key* Dr. Lee Du Bridge, president of the California Institute of Technology, takes his former teacher on a trip through the research physics laboratories of Caltech.

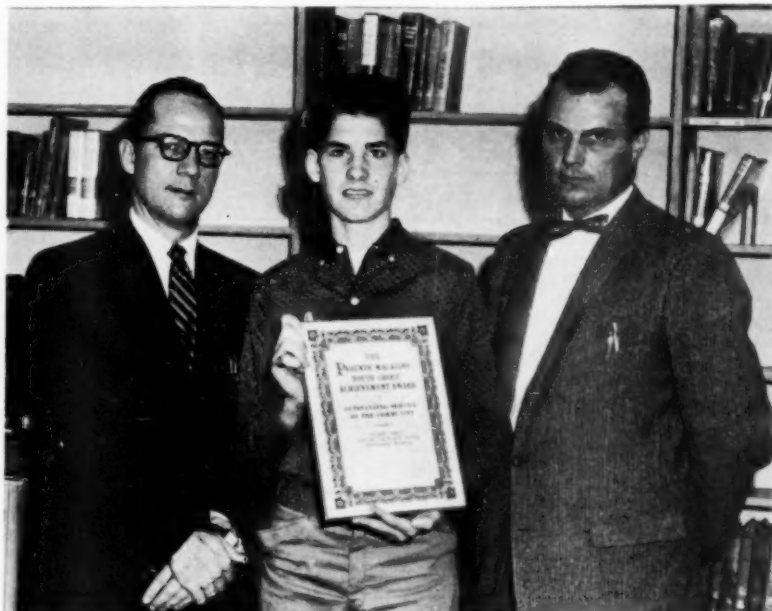
*Right Angle* gets across the important message that all children are blessed with some particular interest or talent and that it is the purpose of the public schools to develop these individual differences for the good of all.

*A Shoebox Full of Dreams* tells the true story of a migrant child who found that education was the road to fulfillment. The film is based on the life story of Billie Davis, known by many Missourians as a successful editor, writer and lecturer and author of "I Was a Hobo Kid."

*Report on Tomorrow* shows the importance of good schools to a company planning expansion.

*Pursuit of Wisdom* tells the fascinating story of how America's system of higher education grew.

*They Grow Up So Fast* shows the important physical, emotional and social values of a well-organized program of physical education.



Jim Buescher, president of the student council at McCluer Junior High School in Ferguson, proudly displays the plaque given to the school by Parents' Magazine in recognition of the school's outstanding teen-age public service in 1958-59. Al Lager, student council sponsor, stands on the left and Principal Shelton Niehaus is on the right.

*The Big Classroom* shows the actual experiences of a group of teachers as they tour Europe and how they bring their first-hand knowledge of other nations and peoples to children.

*Plan for Learning* should be of interest to every community with crowded classrooms and antiquated schools. It proposes a broad "how-to-do-it" program for communities about to build a new school.

*Not by Chance* tells the story of professional education of teachers as it shows how a prospective teacher acquires the special skills essential in the classroom.

*And Gladly Teach* shows how teachers solve the problems of three children as it follows a student teacher through college courses and practice teaching.

*TV: New Frontier in Learning* shows how TV adds an exciting new dimension to education.

*Freedom to Learn* deals with the right to teach a controversial topic. A teacher points out that only a well educated citizenry can interpret and defend our American heritage and that to protect our ideals the youth of our country must understand both our way of doing things and that of captive peoples.

*Mike Makes His Mark* illustrates how a school meets the challenge of potential juvenile delinquency.

*Crowded Out* shows the results of overcrowded classrooms.

*Skippy and the Three R's* presents the delightful story of how a wise teacher used a child's interest to teach him to read.

As Missouri television stations schedule "The School Story," leaders in community teachers associations should develop the widest possible viewer interest.

## EDUCATIONAL SERVICE ORGANIZATION FORMED

A new service organization, The Midwest Work Conference on Education, was formed September 11 to contribute to the general improvement of education in these Midwestern states, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.

Expected to render service to education and possibly contribute to other social and economic development of Midwestern states, the Conference is not another educational organization which teachers will be asked to join. It is composed of members who were appointed. Each appointee is a member of the board of directors and they are limited to five directors from each state.

Missouri's directors are: Dr. Bernard Campbell, superintendent of schools, Lee's Summit; Kenneth Kirchner, assistant commissioner of education, State Department of Education, Jefferson City; Dr. Frank Heagerty, Director of the Laboratory School, University of Missouri, Columbia; Clyde S. Hamrick, Jefferson

County Superintendent of Schools, Hillsboro; and Dr. Eli F. Mittler, Head of Extension Division, State Teachers College, Kirksville.

The Conference has chosen two projects for immediate study: (1) In the process of gaining public acceptance it shall be the purpose of the Midwest Work Conference on Education to encourage and to develop leaders in the creation of a desirable high school education for every child in the Midwest, and (2) The Conference will also undertake a study of the administrative structure by which a comprehensive educational program can be offered.



Shown above are the national officers for the Department of Classroom Teachers of the National Education Association. They are, left to right, Mrs. Maude Marcom, secretary, South Carolina; Miss Anita Ruffing, vice-president, Ohio; Richard Batchelder, president, Massachusetts; Mrs. Buena Stolberg, president-elect, Missouri.

## LOCAL PROJECT RECOGNITION PROGRAM

The Department of Classroom Teachers of the National Education Association now has a definite program for recognizing work done at the local level.

Mary Hazel Powell, 1452 East 67th Street, Kansas City 31, Mo., has been appointed as state chairman for promoting local projects in the Classroom Teachers Association of Missouri. She also is the regional chairman. This is a "first" in Missouri, since this is the first year there has been a state chairman.

A booklet has been prepared which gives suggestions for local projects which have proved to be successful in other communities. Some of the suggestions were: An Educational Materials Fair, Instruction for World Understanding, a Leadership Training Workshop for Officers of Classroom Teachers Associations. These are only a few of the many which are described in detail in the magazine.

Any organization which is affiliated with the National Department of Classroom Teachers can apply for recognition on the basis of some type of local project which the officers feel has been successful. Criteria for entering a project in this program are:

1. Did the project make a significant contribution to the program of the local association?

2. Did the project accomplish its objective?

3. Did the project involve the participation of many members of the association?

4. Did the project create interest and enthusiasm among the members or the community?

5. Did the project bring added prestige to the members individually? to the association? to the profession?

Applications for an entry blank under this program may be obtained from Mary Hazel Powell.

## DUSHANE DEFENSE COMMITTEE

Virginia Carson, president of the Missouri Department of Classroom Teachers, has announced a new committee. The purpose of the DuShane Defense Committee is to increase the DuShane Memorial Defense Fund.

This fund, contributed to by associations all over the country, is to assist teachers who have been unfairly dismissed by their school boards and who need financial help during the time their cases are being contested.

Miss Carson encourages each local association to contribute to this fund this year and to include this worthy cause in their budget for next year. Please send your contributions to the corresponding secretary, Miss Mary Ann Stinson, 620 South 16th Street, St. Joseph.

## EUROPEAN TOUR BEING PLANNED

The Teachers College at Kirksville has prepared an all-expense tour to Europe for June 9 to July 23. This tour goes by steamer. It visits London, Paris, Rome, Amsterdam, and six other cities. It includes tickets to the Oberammergau Passion Play.

The party is limited in number. Information may be obtained from G. H. Jamison, Kirksville, who will escort the tour. Thomas Cook and Son handles all travel arrangements.

## BOOKLET ON PROFESSIONAL ORGANIZATIONS DISTRIBUTED

"Presenting Our Professional Organizations," a 54-page booklet outlining the goals, projects, and services of the Kansas City Teachers Club, the Club's Co-operative Council, the Missouri State Teachers Association and the National Education Association, is being distributed to teachers in the Kansas City area.

"The Kansas City Teachers Club, the Co-operative Council, the Missouri State Teachers Association, and the National Education Association, together, form a working unit," the booklet states. "Each has its own distinctive character and fills a unique place on its own level. However, the ultimate success of the major projects of the teaching profession depends upon the unified interest and action of the four groups. This is especially true in such areas as legislation, public relations, educational research, professional stand-

ards, and teacher welfare."

The booklet made available by the Kansas City Teachers Club lists the highlights of legislation toward better education and many timely news items of interest to teachers regarding salaries, insurance programs and professional opportunities.

Alice Old and Myrtle Green served as editors. Mary Hazel Powell is president of the group.

## Make Contributions to Bunker Hill

Robidoux Cottage at the Bunker Hill Ranch Resort is to have a fireplace erected on the north end of the building. A heat-o-lator is being installed with it. The St. Joseph District Teachers Association has contributed \$250.00 to make this improvement possible.

Other contributions to Bunker Hill are: Mrs. Addie Cooper, \$5.00; Wayne County Teachers Association, \$25.00; Southwest Missouri Teachers Association, \$200.00; Hickory County Teachers Association, \$10.00.

Suggest to your Community Teachers Association that it send a donation for Bunker Hill to the Missouri State Teachers Association, Columbia, Mo.

## U.N. CONTEST NOW UNDERWAY

The United Nations 34th annual High School Contest for students across the nation is now underway.

Sponsored by the American Association for the United Nations, the contest has attracted some 75,000 students to compete to learn about recent and historic efforts toward international understanding and cooperation.

Examinations will be given Thursday, March 3, 1960, and will be comprised of objective and essay questions. Study material for the examination will be sent to schools in the form of a booklet, "We the Peoples . . ." to be purchased for 50 cents if more than one copy is ordered. Teachers must register their students for the examination before February 12, 1960. Information study booklets, examinations and directions may be obtained from the American Association for the United Nations, 345 East 46th St., New York 17, N. Y.

## MARK TWAIN INSTITUTE SET FOR 1960 SESSION

Plans are underway for the second session of the Mark Twain Summer Institute for academically able secondary school students in the metropolitan St. Louis area to be held June 20 through July 29, 1960, at Clayton High School.

Additional courses will be offered and the number of students will be increased to about 400.

Robert F. Lemen, principal of the Wydown School in Clayton and dean of students in the 1959 session of the Institute, was appointed director for the 1960 session.

## BONDS VOTED

**Iberia:** \$200,000 to construct a high school building.

**St. Joseph:** \$2,800,000 issue to finance building additions to three high schools and to construct elementary classrooms.

**Wayne County:** \$332,500 issue to erect seven classrooms at Piedmont, two at Mill Springs and an addition to the Patterson School.

**Miami:** \$130,000 for construction of an elementary school.

## 100% FOR FIRST TIME

The Benton R-4 School District has enrolled its entire faculty of 36 in the National Education Association for the first time according to Roy C. Hayes, superintendent of schools.

The faculty has been enrolled 100% in the MSTA for many years.

Also achieved this year was a step up in classification for the school district to AA and the addition of an industrial arts department with Gene Potthoff as teacher.

These designs were all "painted" on with sugar icing. Painting with icing and on real cookies!! Here's project so novel and timely, you'll find class delighted and excited over it. Can be eaten after holiday cantata or taken home. All love these

## Christmas cookies

You don't even have to bake the cookies if you don't want to; use "store-bought" ones. For decorating all you need is icing (white, tinted, chocolate); a few small candies; and, for Santa's beard use a little shredded coconut.

### DECORATING COOKIES

Ideas for designs shown above

Buy or bake 48 plain cookies. 1—Mix pasty icing with 6 cups sifted powdered sugar, 8 to 9 Tbs. hot water. Divide into 5 parts. Leave one white. Mix one with 1 sq. bitter chocolate, melted. With food coloring, tint rest red, pink, green. 2—Coat top of cookies white, pink, chocolate. 3—When dry, with small stiff brush, paint on icing designs. Shape with tooth pick. Finish off with candies. Coconut is for Santa-beard.

NEW HORIZONS a suggestion we hope proves helpful

Wholesome holiday treat

What with winding up school for the holidays and all the busy days of Christmas vacation, remember the lively flavor and smooth chewing of Wrigley's **SPEARMINT** Gum help give you a little lift. Aids digestion, too.



## INFORMATION ON STUDY TOURS MADE AVAILABLE

Preliminary information on three study tours sponsored by Central Missouri State College of Warrensburg has been released.

Dates for the 1960 two-week tour of Missouri are not definite but the tour probably will be during the last two weeks of June. Two hours graduate or undergraduate credit (an additional hour of credit can be obtained by attending classes for one week at C.M.S.C.) Cost: Approximately \$145 plus food.

Travel by air conditioned bus to San Francisco via Salt Lake City and jet plane to Hawaii for five days. Fly back to Los Angeles for the NEA

Convention and back to Missouri by air conditioned bus with several scenic stops. Dates: June 13 through July 7, 1960. Four hours graduate or undergraduate credit. Cost: Approximately \$625 plus food.

The European tour from June 22 to August 14 includes 54 days in Denmark, Holland, Germany, Austria, Yugoslavia, Italy, Switzerland, France and England for six hours graduate or undergraduate credit. Cost: Approximately \$1,150, including all expenses except travel from Warrensburg to New York.

For further information write: D. W. Tieszen, Dean of Instruction, Central Missouri State College, Warrensburg.

## WELL-EARNED PROMOTION FOR GLAZIER

**EDITOR'S NOTE:** Produced below is a newspaper clipping from the *Springfield News and Leader* of October 11, 1959. It is printed not only to give recognition to Bob Glazier receiving a well-deserved promotion but also because it outlines from the newspaper's standpoint in succinct terms a part of the job of a director of information for a public school system. Many times Bob has arranged for and succeeded in getting news releases, film, radio and TV spot announcements used that in other communities took many long hours of work, costly telephone calls and other expense to accomplish the same end.

We're sorry to lose Bob Glazier. Nobody is in a better position than the staff of these newspapers to recognize the excellent job which young Glazier has done as director of public information for the public schools system.

Not only has he supplied us with a continuous flow of interesting news and feature stories about the public schools, their teachers and their students, based often upon his own suggestions and again upon those of our editors.

He has also been always available, always willing to help with information on all matters pertaining to the school system, pleasant or unpleasant, favorable to the schools or not.

With a newsman's sense, carried over from his own early days as a reporter on our own staff, he has recognized that a public agency—as the public schools are—gains nothing by concealment, and that school officials—like all other public officials—are forever and rightfully subject to questioning by the public and the press.

He has never evaded a question personally addressed to him; if he didn't know the answer he tried to find it—and quickly. He has never stood between a reporter and the superintendent of schools or any other administrator—rather, he has arranged conferences, supplied background information, and in all manner of ways made himself helpful to both.

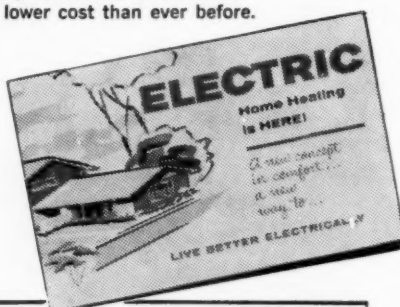
He has brought a great deal of national attention to the public schools system. He has planned and presented television productions which have brought the school program into homes across the city. He has made reporters of faculty and students in every school, elementary and secondary, so that none would be neglected in the presentation of school news.

His new position with the Television, Radio and Film Commission of the Methodist Church in Nashville is undoubtedly a promotion for him—and a service field in which he can accomplish much.

But we'll miss him. Bob Glazier is a newspaperman's public relations man. And they are few and far between.

## NEW LOW ELECTRIC RATES FOR HOME HEATING!

MORE THAN HALF-A-MILLION FAMILIES around the country use Electricity exclusively to heat their homes. NOW—the big news for Kansas City Power & Light Company customers is that they, too, may begin to enjoy all the many benefits of modern-day Electric Heating at lower cost than ever before.



### FREE!

Get the new booklet on Electric Heating. Learn about the various types of Electric Heating equipment, estimated operating costs and the budget payment plan for Electricity used in a completely All-Electric home. Call or ask for it at our office.

**ELECTRIC HEATING** brings benefits you may never have dreamed possible!

**CLEAN** . . . No flame, no smoke, no soot; cleaning and redecorating costs reduced.

**SAFE** . . . As safe as the electric light you read by.

**ECONOMICAL** . . . Electric Heating is reasonable in cost; usually cheapest to install and maintain.

**HEALTHFUL** . . . No flues or vents; steady, even heat; no hot spots, cold areas and drafts.

### KANSAS CITY POWER & LIGHT COMPANY



## EXCEPTIONAL CHILDREN COUNCIL HOLDS MEETING

"Behavior Problems of Children and Their Causes," a speech by Dr. Frank Caffin, highlighted the first meeting of the Northeast Missouri Chapter for Exceptional Children Oct. 15 at the Macon Elementary School.

Thirty-eight members and guests attended. Mrs. Kathleen Cherbonnier, director and teacher of special education in the Ophelia Parrish Junior High School at Kirksville, and president of the chapter, was in charge.

The Boys Vocal Ensemble, under the direction of Mrs. Virginia Drain, vocal music instructor in the Macon Public schools, presented three selections.

Mrs. Virginia Mott, special education teacher in the Macon public schools and secretary-treasurer of the chapter, made the dinner and meeting arrangements.

## ESPERANTO MATERIALS MAY NOW BE OBTAINED

Professional teachers of any subject who are interested in Esperanto and non-professionals who teach Esperanto courses outside the schools may obtain a free correspondence course and other aids on the proposed international language from George Falgier, 3622 North Market, St. Louis 13, Mo.

Included in the material are

pamphlets entitled "Questions Often Asked About Esperanto," "Some Esperanto Greetings and Farewells," and "The Pronunciation of Esperanto." Addresses for Esperanto correspondence also may be obtained.

Interested teachers also may join the U. S. section of the International League of Esperantist Teachers by writing to the St. Louis address for information.

## RETIRED MISSOURI TEACHER ENJOYS ALASKAN TRAVELS

Clifford H. Nowlin, an educator in Kansas City more than 40 years before his retirement 21 years ago, says he enjoyed a recent trip to Alaska and is contemplating a tour to Greece.

Nowlin, now 95 years old, took a five-week tour of Alaska with his daughter, Miss Genevieve Nowlin, in August. Miss Nowlin taught 32 years at East High School in Kansas City before retiring.

The author of a book entitled "My First Ninety Years," Nowlin taught 18 years at Central High School, was

vice-principal at Northeast High School nine years, organized and was principal four years at Northeast Junior High School and organized and was principal 12 years at East High School, all in Kansas City.

Another daughter, Mrs. Frances Nowlin Head, in the foreign service, is stationed at the American embassy in Athens.

The classroom teachers we placed last year received starting salaries ranging up to \$9100.

Ask us for our enrollment form.

Member N.A.T.A.

**HUGHES TEACHERS AGENCY**  
25 E. Jackson, Chicago, Ill.

## JET READER

READING AID FOR EVERYONE!

Self-operating device with simple course and progress chart, line guide and ruler. Educator tested and approved. *Improve Reading*. Only \$2.15 ppd. ORDER TODAY.  
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## CALIFORNIA SCHOOLS NEED TEACHERS

Good salaries: state average for 1958-59, \$6,050.

College degree not essential for some positions.

Free registration and credential information.

Personalized Placements to Meet Individual Needs.

**HALL Teachers Agency** 131 University Avenue  
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**..with lunch!**

*You like it... it likes you!*

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### Sponsored by your MSTa

Horace Mann  
Mutual Insurance Company  
offers cheaper rates because  
teachers are good risks.  
A Company of the teachers,  
by the teachers,  
for the teachers.  
Protects you under  
Financial Responsibility Law.

### MAIL FOR RATE QUOTATION

#### Horace Mann Mutual Ins. Co.

c/o Missouri State  
Teachers Association  
Columbia, Missouri

Make \_\_\_\_\_ Year \_\_\_\_\_

Cyl. \_\_\_\_\_ Model \_\_\_\_\_  
(Savoy, Bel Air, Custom)

Body Type \_\_\_\_\_  
(2 Dr., Hardtop)

Any Male drivers under 21? \_\_\_\_\_

Over 65? \_\_\_\_\_ Any physical im-  
pairments? \_\_\_\_\_

What percent do male drivers  
under 21 use auto? \_\_\_\_\_

Do you or your spouse use car in  
occupation other than to and from  
work? \_\_\_\_\_ Married? \_\_\_\_\_

Involved in serious accident in last  
five years? \_\_\_\_\_ Has auto in-  
surance ever been cancelled or re-  
fused you or any of your house-

hold? \_\_\_\_\_

Name \_\_\_\_\_

School \_\_\_\_\_

Home address \_\_\_\_\_

Current M.S.T.A. member \_\_\_\_\_

### A MESSAGE FROM OUR PAST PRESIDENT

My fellow teachers:

My heart was warmed by the way in which you participated in the annual convention program at St. Louis. An estimated crowd of 18,000 teachers were informed, entertained, and inspired. The general session speakers brought inspiration and encouragement to capacity audiences, while divisional and departmental meetings were informative and helpful.

A capacity audience was delightfully entertained by Fred Waring and his Stereo Festival. The exhibit of instructional materials and aids to teaching was one of the finest ever held, always crowded by those eager to be better teachers. A convention of such magnitude and quality is made possible only by the foresight and high professional leadership of our staff at Columbia, Missouri, and by your loyalty.

I salute you as "the prime artisans of a creative society," and cherish with you the opportunity in Making and Keeping our People Free. I know you will give the same loyalty to our new president, John E. Evans, that you have given to me.

May you experience great satisfaction in your work and increased pride in your profession.

Sincerely,

C. H. Lindemeyer,  
Immediate Past-President  
MSTa

### DESOTO HIGH SCHOOL HONORS J. C. CULWELL FOR 25 YEARS' SERVICE

J. C. Culwell, principal at DeSoto High School, was honored on his 25th anniversary at the school Oct. 16 during a program patterned after the television show, "This Is Your Life."

Several members of the veteran principal's first class at DeSoto High were on hand to congratulate him. Other friends, students and faculty members took part in the program.

Mrs. Mildred Sloan, hostess of the DeSoto Welcome Wagon, presented gift certificates from several DeSoto merchants.

The journalism class dedicated the 1960-61 DeSoto High School yearbook to him.

## DEATHS

**EDITH HOWARD**, associate professor of history at CMSC at Warrensburg since 1925, died May 14 at the Warrensburg Medical Center.

**CHERYL ANN GRIM**, 21, teacher in the Moberly High School, died Sept. 25 at the University of Missouri Medical Center. She was the daughter of Mr. and Mrs. Adrian Fullerton of Kirksville.

**D. L. FINDLEY**, 74, a teacher in the St. Louis public schools for 50 years before he retired four years ago, died Sept. 21 in St. Louis.

**IRENE PETTIT**, 87, who taught at Mary Institute for 30 years before her retirement 25 years ago, died Sept. 23 in St. Louis.

**LELA O'CONNOR**, a Kansas City teacher, died July 27.

**JANE GRAY KENEFICK**, 86, formerly a principal in the elementary public schools of St. Louis until she retired 16 years ago, died Sept. 22.

**EDWIN PEPPER**, 49, Collins High School English and vocational training shop instructor, died Sept. 20.

**JAMES WOODROW ORCHARD, SR.**, 46, teacher and junior high principal, Winona, died suddenly of a heart attack, September 26.

**CARL ELWIN CLARK**, 64, a former teacher, died Sept. 25 in Aurora.

**DWIGHT M. DILLON**, 41, teacher of arts and crafts at University City High School, died Sept. 30. Mr. Dillon, enroute to Europe for a year's study in connection with his profession, was aboard the Swedish liner, Stockholm, in July, 1956, when it collided with the Andrea Doria off Nantucket.

**ELLA FISH DAVIS**, 80, a teacher in Wayne and Bollinger Counties before she retired, died Sept. 27 in Poplar Bluff.

**MARY HOWARD HIX**, formerly a teacher in Lexington and since 1940 associate professor of art, Southeast State College, Cape Girardeau, died Oct. 3 following a long illness.

**NEVA WING**, head of the home-making department, Central High School, Kansas City, until her retirement last June, died Sept. 12.

**MEDORA McMULLIN**, before retirement a teacher at Hillsboro and in Jefferson County, died Oct. 14.

**MADONNA J. GRIFFIN**, before retirement several years ago a teacher in Macon County, died in Peoria, Ill., Oct. 9.

**ALICE B. LEIDER**, third grade teacher, Blackberry Lane School, University City, died Sept. 22.

**BERNICE M. BIERBAUM**, social studies and Spanish teacher in the Normandy school district for the past 18 years, died of a heart attack, Oct. 26.

**HOWARD EARL MAYO**, 42, former elementary principal at Marion, Mo., died Oct. 29 in Moberly.

**MINNIE ELLIOTT**, 63, a school teacher in Cameron for many years, died Oct. 23 in Cameron.

**ELIZABETH COLLINS**, about 98, a teacher in Raytown, Greenwood and Kansas City, Kansas for many years, died Oct. 22 in Independence. Miss Collins also taught many years in Jackson County schools, including Peacedale and Combs.

#### **DCT EMPHASIZES LEGISLATIVE ACTION**

The theme for the Action Program of the Missouri Department of Classroom Teachers for 1959-60 is Legislation.

The Missouri State Teachers Association has been furnished with a list of key names from each local association in the state. These people will receive news concerning legislation of importance to teachers. They will relay the information to the members of their local groups.

News of a legislative nature concerning the financing of the Foundation Program is being discussed at all meetings throughout the present year. This is to inform as many teachers as possible so that they will be prepared to act favorably and intelligently when the question comes before the Legislature.

Missouri State Tchrs. Assn.  
Group Accident & Sickness Ins.  
Columbia, Mo.

Dear Sirs:

I should like to express my appreciation and gratitude for our MSTa insurance. I received checks totaling \$788.18 for my illness and hospitalization during the summer. Needless to say, the relief from the financial strain was a great factor in removing worry and adding to the speed of my recovery.

Very truly yours,  
Robert M. Fowler  
302 High St.  
Flat River, Mo.  
October 13, 1959

#### **COUNSELOR CLEARED IN STUDENT SUICIDE**

The Circuit Court of Dunn County (Wis.) recently ruled that a guidance counselor had no legal responsibility for the suicide of a counselee student.

Claiming that their daughter was emotionally disturbed, the parents of the student in question charged the guidance counselor with negligence on three counts: failure to secure psychiatric treatment for her; failure to notify the parents of her condition; and failure to provide proper guidance.

The court stated, in effect, that the counselor was a teacher, not a medical expert. To expect him to recognize the student's condition without benefit of the necessary training and experience "would require a duty beyond reason," the court stated.

## **PLAN YOUR VACATION NOW**

## **MEXICO AND MEXICO CITY**

**JUNE 18-JULY 3, 1960**

**16 FULL DAYS — 10 DAYS SOUTH OF THE BORDER —**

**5 DAYS MEXICO CITY**

SEE — the Pyramids — Floating Gardens — a bull fight — Taxco — Cuernavaca — Monterrey — beautiful mountains — the land of contrasts, romance, and beauty.

This is a personally conducted, all-expense tour using the finest in hotels, transportation, and sight seeing.

#### **SENIOR CLASS SPONSORS — ATTENTION!**

We are also the largest concern handling senior class trips in Missouri.

For information on our adult Mexico tour and for information on our senior class trips, write

## **ROBBINS EDUCATIONAL TOURS**

**MARQUAND, MISSOURI**

### **FREE FILM**

For Civic Clubs, P.T.A.,  
Lay and C.T.A. Meetings:

Right Angle  
And Gladly Teach  
It's Up to Congress  
Crowded Out  
Satellites, Schools and Survival!  
Education 1957  
Not By Chance  
Section Sixteen  
A Desk for Billie  
A State, A People and  
Their Schools  
Mike Makes His Mark  
Freedom to Learn  
Sippy and the 3 R's  
Fire in Their Learning  
The Teacher  
Secure the Blessings  
Schools March On  
The Stay In  
Who Will Teach Your Child?  
Education for Democracy  
The Sixth Chair  
What Greater Gift  
Pop Rings the Bell  
New Tools for Learning  
Design of American Pub. Ed.  
The School and the Community

For Professional Meetings:

No Teacher Alone  
The Drop Out  
M.S.T.A. At Work (Slides)  
Bunker Hill Resort (slides)

Specify date to be used. Only cost is for return postage. Write for list of educational recordings and radio programs.

### **Mo. State Teachers Assn.**

Columbia, Missouri

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### NOMINATING FOR TEACHERS' MEDAL MUST END DEC. 31

Nominations deadline for the Valley Forge Classroom Teachers' Medal is December 31.

Freedoms Foundation at Valley Forge offers the award to teachers in grades 1 through 12 who have been outstanding in bringing to their students a firm understanding and a deeper appreciation of the fundamentals of our way of life. Nominations should be sent to: Teachers' Awards, Freedoms Foundation, Valley Forge, Pennsylvania.

Nine Missouri teachers received this national recognition from the Foundation last year. They were cited for "exceptional classroom work on behalf of responsible patriotic citizenship and the American Way of Life," and their "important professional contributions to maintaining our Constitutional Republic."

## ★ yours for the ASKING

This is your column. It contains offers of many educational materials not available in other magazines. Watch for it in each issue. Order items you can use before the supplies are exhausted.

18. **Dictionary of Geographical Words**, a wall chart defining, and illustrating in full color, terms children need to know to read maps intelligently. (Follett Publishing Co.)

40. **Reproduction of Declaration of Independence** has the mellowed, time-worn appearance of the original parchment but the text and signatures have been carefully restored to be as legible as they were in 1776. In authentic actual size, made from same original plates as used to produce those on display in Independence Hall and the Library of Congress. \$1.00 per copy. (The Coca-Cola Company)

41. **Military Guidance in Secondary Schools** was prepared for teachers, principals and counselors to provide an overall view of the problems of

military guidance. It suggests ways of incorporating military guidance services and practices into the guidance and educational programs of the school. Reading time 50 minutes. (Dept. of the Army)

45. **Catalog of Secondary School Science Equipment**—Chemicals, apparatus, teaching aids. (Science Kit, Inc.)

58. **Russia by Motorcoach**, a folder describing a 17-day program of traveling overland between Helsinki, Moscow and Warsaw. Shows complete itinerary, offering a choice of 36 different departure dates. (Maupintour)

63. **Brochure** on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days, summer 1960. (Europe Summer Tours)

74. **Folders**. Well illustrated and with complete itineraries for tours Around the World, Pacific Circle, Africa and Holy Land. Indicate your specific interest. (Sita)

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## KENTUCKY CITIZENS FAVOR SALES TAX

A majority of 188 citizens' committees in Kentucky favor a sales tax earmarked for education. The committees enroll more than 9,000 laymen. When the Kentucky Council for Education asked them whether they thought the state's tax structure could meet the needs of education, 98% replied No. Seventy-eight percent of those who answered the Council's inquiries said that a sales tax for educational purposes would be just fine, but they opposed an income tax.

## FROM SCHOOL BUS TO SKY-WALKING

A pedestrian was watching a new skyscraper going up. He was especially fascinated by an ironworker who was nonchalantly walking the beams up top. The pneumatic hammers were making an ear-splitting noise; the compressor below shook the whole structure.

When the ironworker came down, the pedestrian asked him: "You certainly are a cool one! How did you get into this line of work?"

"Well," said the ironworker, "I used to drive a school bus, but my nerves gave out."

## CHORAL SPEECH TEXT REVISION NOW AVAILABLE

A revision of the choral speech text, entitled "Choral Speaking Arrangements for the Junior High," has been completed by Dr. Louise Abney, chairman of the department of speech, the Junior College of Kansas City.

Her newly-revised book includes instructional aids for teachers as well as for the junior high school student. The first part is devoted to the art of choral speaking, types of choric speech, voice and articulation, pronunciation and oral interpretation. More than half the book is made up of poems arranged for choric speaking.

The book is available from Expression Company, Magnolia, Mass.

## VOCATIONAL EDUCATION NEEDS MUST BE MET

Vocational education is not just routine training for routine jobs, but can offer rich advantages in preparation for rewarding and productive living, according to a new book, Vocational Education for Rural America.

Vocational education, the authors say, is still held to be no more than agriculture courses for boys and home economics classes for the girls.

The book recommends several changes if rural communities are to have the kind of vocational education they need. It reports few rural schools can afford the staff, space, and equipment required by a normal distribution of vocational interests.

Single copies are available for \$4 from the National Education Association, 1201 16th St., N.W., Washington 6, D. C.

## HIGH SCHOOL DROPOUTS

A pamphlet on high school dropouts, a problem for today and for tomorrow, has been published by the National Education Association Research Division and the Department of Classroom Teachers as a guide for discussion groups of local teacher associations.

The pamphlet states that the real problem is that today's high school dropouts are citizens of tomorrow and they will be ill-equipped to take any helpful hand in meeting the economic, social and political problems of their day.

Single copies of the pamphlet, "High School Dropouts," are available for 25 cents from the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

## WASHINGTON UNIVERSITY PRESENTS SCIENCE SERIES

A series of eight lectures under the title of "Frontiers of Science" will be held on the second Tuesday of each month through May in Rebstock Hall on the Washington University campus.

The series, sponsored annually by the St. Louis Public Schools Advisory Committee, is primarily for teachers of science in high schools of the St. Louis metropolitan area. Also attending the series will be the 58 high school and college teachers from various parts of the nation at the University for the National Science Foundation Academic Year Institute.

## TRIGGER MORTIS

A youngster came running home from kindergarten and demanded that his mother acquire for him immediately, a pair of pistols, two holsters and a gun belt.

"Whatever for, dear?" the mother inquired. "Surely you don't need them for school?"

"Yes, I do," was the reply. "Tomorrow the teacher is going to teach us how to draw."

Of course this happened in Texas.

## 'ACTION IN EDUCATION' AWARDS PROGRAM UNDERWAY

An "Action in Education" awards program, being initiated to give special recognition to communities who act to improve local education will be open through May 15, 1960.

Special plaques will be given in recognition of citizens working together for better schools and educational programs in their communities in the program, which is being sponsored by the National Education Association, the National School Boards Association and *Better Homes & Gardens* magazine.

Judging for the 1959-60 awards opened September 15, 1959, and closes May 15, 1960.

Entry forms may be obtained by writing: "Action in Education," Awards Editor, *Better Homes & Gardens*, Des Moines 3, Iowa, or by contacting national offices of NEA and NSBA.

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## Russians Criticize Education

Richard Lee Renfield recently made a detailed study of what the Soviet professional education journals say about certain weaknesses in Soviet schools.

The ten-year school often praised in the United States, recently has been abolished. Critics claimed it was wasting effort because only one in four of its graduates prepared for higher education could be admitted to college. A job in a factory or on a farm are the only remunerative places open to the other three. The one track academic curriculum in a system of mass education is not meeting Russia's needs.

Failure of native Russian pupils in their Russian-language courses is the greatest cause of nonpromotion in the Soviet Union.

Soviet journals point to the low quality of learning and ascribe the blame to four causes.

Number one is overwork. Low ability pupils with innate drive do four to six hours of homework each night. Even the brighter pupils average three or four hours. Thus a sophomore will put in from nine to 12 hours per day on school work. It is little wonder parents say, "Let our children taste childhood." Sometimes this strain is enough to undermine health. Journals urge that more time be devoted to education and sports.

The new system of education makes it possible for pupils in the upper secondary years to spend half of each week in factories thus reducing the mental work week up to 50%.

Departmentalization of subjects is the second reason for poor learning. Russian vice-president of pedagogical sciences says, "Each subject in the school curriculum is now a thing apart . . . as a result of a mass of information, which is not interconnected and which moreover is not given any practical expression, accumulates in pupils' heads."

Nineteenth-century textbooks in physics and mathematics are being used.

But the main reason Soviet journals give

for poor learning is poor teaching. It is too formal, being characterized by the teacher asking questions about assigned material and lecturing.

Results of formalistic teaching are lack of interest and understanding in the subject and underdevelopment of the capacity to think.

Formalism in teaching according to Soviet journals is brought about by seven principal reasons.

Some of the wrong people are teaching. They teach to avoid manual labor. One solution sounds familiar, "Elevate the profession so as to attract enthusiastic, qualified people."

Some subjects are taught by people who are specialists in their field but who have had no teacher education. Too many music teachers are professional musicians and singers.

Formalism in school administration is another reason given for formalism in teaching.

A third reason given for poor quality of teaching is the lack of an educational theory differentiating among the age groups. Some teachers use the same methods of rote learning for grade one as others do for grade ten. The use of visual aids and active class participation are neglected, it is charged, even in the elementary schools.

Poor living conditions for teachers is said to contribute to their poor teaching.

Teacher education would seem to have omissions. Only one-half of an academic year is set aside for teacher-education institutes and then the future teacher is subjected to only ten to twelve hours of actual conducting of classes, all in artificial conditions. Pedagogical institutes are also criticized because they do not impress on students the difference between memorizing and learning.

Soviet teachers may know about individual differences but nothing has been done about this problem in the ten-year school. Two reasons are advanced for the neglect. One is that all must be taught the same curriculum and classes are too large.

Sheer neglect of methods by Soviet teachers is the seventh reason for poor teaching. A writer from the Leningrad pedagogical institute says, teachers frequently "give the lion's share of their attention to the problem of what to teach, but underestimate the problem of how to teach it."

Many of the above criticisms recorded by the Soviet educational journals bring to mind similar suggestions for educational improvement in the United States. Since all of us in a democracy share the responsibility for our school program, we should give consideration to all constructive suggestions.

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